



## Assessor's Evaluation for the IQM Flagship Project



**School:** Bygrove Primary School  
Bygrove Street  
London  
E14 6DN

**Head/Principal:** Ms Fiona Durnian

**IQM Lead:** Ms Charlotte Littlewood

**Date of Review:** 15th June 2022

**Assessor:** Stella Bailey

### **IQM Cluster Programme**

Cluster Group: Quality First Network:

Ambassador: Rekha Bhakoo

### **Sources of Evidence during IQM Review Day:**

#### **Meetings with:**

- Head of School
- SENDCo and IQM Lead
- Learning Walks (conversations with children)
- Assistant Head teacher (Explorers Curriculum)
- Home School Liaison Officer (HSLO)
- Teaching Assistantsx4 (Individualised Provision)

#### **Additional Activities:**

- Documents Shared
- Demographic Review of Bygrove Primary School
- SEND Profile 2020-21



### Evaluation of Annual Progress towards the Flagship Project

#### **Project: No one is Left Behind:**

The SLT ensures support for the most vulnerable children. They regularly review comparative data at the beginning of the school year in September and use this to develop the data review process with a view to monitoring interventions by phase and subject leaders as they continue to develop a 'catch-up' provision.

#### **Project Outline:**

#### **1. Continue to develop a Trust wide working party focusing solely on developing a plan for the provision for the most vulnerable children. Evaluation of success will be an integral part of the plan.**

To fully understand the learning needs of all pupils a whole school baseline document was created which compared data from September assessments in previous years. With a focus on reading, writing and maths. Target groups were identified and a whole school approach to intervention was established. Alongside this emotional wellbeing was and continues to be a high priority.

In addition, a Trust Wide Health & Wellbeing Strategy has been developed with the aim to build a continuing strategy to support the health and wellbeing of all children. The starting point was to explore the context of both schools, the barriers to the support for health and wellbeing which children and families face and finally the impact of the Covid-19 pandemic. It was decided in consultation with the Trust CEO to plan for a yearly cycle with further areas to explore within 10 years. This would not only provide the schools with an opportunity to implement the strategy successfully over time, but also to analyse the impact and make further adjustments. Areas covered include:

- Physical Activity
- Physical Health
- Mental Health
- Cultural Capital
- Attendance
- Safeguarding

#### **2. Continue to work alongside other organisations to provide resources such as food and technology for disadvantaged families.**

In response to the growing need of families to be supported with food donations the school became a designated Food Bank distributing twice weekly, to those in need. Organisation of this is managed and controlled on a daily basis by the schools Home School Liaison/Parent Support Worker. She has worked at the school for many years in a variety of roles and knows the staff families and pupils very well. She is knowledgeable about the level of need within individual families and is a trusted and approachable member of the school staff team with valuable knowledge and experience of the local community.



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The HSLA told me that they also distribute food to others outside of their own children and families through a referral system. She explained that the entire endeavour was made possible as a result of support from charities such as the Felix Charity who rescue good surplus food from the food industry that cannot be sold and would otherwise go to waste.

The food provided is high quality nutritious food including high proportion of fruit and vegetables, salads meat and fish. Food is collected from a large number of suppliers including supermarkets, wholesalers, farms, restaurants and delis and is then delivered to front line charities, primary schools and holiday programmes in London. Ensuring that food that would otherwise have gone to waste is reaching the most vulnerable.

All members of the support staff that I spoke to, from main reception to premises the dining hall and those I sat around the table with. They are totally rooted in the local community. Their conviction is clear and they are passionate and committed to the health and wellbeing of the children and families in their care. Always finding the energy to go that extra mile. A huge support in a time of great crisis.

### **3. Further develop our provision for supporting the wellbeing of our children.**

One excellent example of this, is the school visit by children in Years 4 and 5 to Gorsefield Rural Studies Centre. Over the years the school have made many adaptations with the support of the centre to allow for all children to attend, no matter what their needs and or abilities. The most recent trip included five children with EHCPs and fourteen children on SEND School Support.

The inclusion lead attended to provide additional support with self-care and sleep needs including children with significant sensory needs due to their diagnosis of autism. These trips require significant forward planning and preparation. Arrangements are made to ensure these visits are a success including parent meetings, social stories and countdowns with the children and additional resources taken to the site to support children and to ensure the best experience possible.

It was clear from listening to pupils how much they enjoy these visits and just how much they learn and develop as young people. The SENDCo told me we see these visits as vital to the wellbeing and life experiences of our children. We do all that we can to identify and remove any barriers that stand in the way of any child, to secure access for all children, regardless of ability or financial circumstances.

### **4. Continue to develop leaders and governors so that their commitment and understanding of inclusive practice impacts on the achievements of pupil.**

As part of the Inclusion strategy the inclusion lead holds highlighting meetings with all teachers every term. During these meetings they discuss the provision in place for all children on the SEND register, Pupil Premium list and any others whom teachers have concerns around.



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These meetings enable the teachers to share what is going well and what needs further support. The Inclusion lead will make suggestions or seek further advice from other professionals. Notes from these meetings are shared with all leaders to ensure further support from them within their own roles, for example subject leaders or phase leaders.

Discussions around inclusive practice is an integral part of Governing Body meetings. Here the SENDCo presents a detailed report. Twice termly Pupil Progress meetings highlight the needs of vulnerable children with a focus on those receiving Pupil Premium funding and/or those with Special Educational Needs or Disability (SEND). Staff are encouraged to draw attention to any pupil about whom there are concerns, so that they can be carefully monitored as the term progresses.

The SENDCo participates in a range of community SEND projects including local SEND forums, local EAL forums, Wellbeing Service meetings and Phoenix Special School Outreach training.

This continual cycle of discussion around what is needed for all children enables staff to improve provision and develop knowledge and understanding of the needs of the child. Thus allowing everyone to support the children within this area. This Early Help initiative is key to enabling Bygrove to support the children and families in their care.

### **5. Continue to develop interventions within the school.**

Recent developments have included the introduction of a sensory room and the development of a needs based sensory intervention timetable. Specialised speech and language interventions supported by an SLA speech and language therapist. ELSA support and most recently the school have been looking at ways to develop SCERTS within a mainstream school setting.

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

As discussed during my IQM visit the following targets will provide a focus for the next stages of development in Bygrove Primary School's IQM Flagship journey:

- Further development of needs based sensory interventions timetable.
- Further development of specialist speech and language development supported by an SLA speech and language therapist.
- Additional ELSA support.
- Development of SCERTS within a school setting supported by Tower Hamlets SEND section.

Staff, families indeed entire communities are all too aware that the number of children presenting with significant social emotional and mental health issues is on the increase. Alongside this is a deficit of specialist provision. In an attempt to address this Bygrove



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Primary School have and are developing a range of strategies to provide inclusive provision for those children and families who need further support.

Close working relationships with the local autism outreach service and speech and language therapist has already shown very many green shoots and the development of the SCERTS programme is very unusual within a mainstream setting and something which I look forward to hearing more about as the school moves forward on its Flagship journey of continuous improvement and effectiveness.

The SENDCo explained with the recent Covid-19 pandemic, cost of living increases and recent unsuccessful Tower Hamlets SEND Section Ofsted, it is more important than ever that we work hard to overcome these barriers to support the wellbeing, mental health and education of our children. Bygrove are most certainly doing that.

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

As with all schools' progress with the IQM Cluster Group meetings was disrupted by the Covid-19 Pandemic which as we know involved significant school closure which impacted on the entire school community but most significantly on the most vulnerable. Resulting in these children falling behind in their learning. Bygrove Primary School has been pro-active in its attendance at cluster group meetings, they make valuable contributions and have found these collaborations to be extremely valuable in their own setting.

### **Overview**

Bygrove, school is situated in the middle of Poplar East London. One of poorest wards in Europe. It is an averaged sized Primary School with 245 children on role. The number of pupils with special educational needs and/or disabilities, including those with a statement, is well above average and includes pupils with speech, language and communication needs. Children are from a wide range of heritages, the largest group being pupils of Asian or Asian British, Bangladeshi heritage. A well-above-average proportion of pupils speak English as an additional language. The number of pupils known to be eligible for free school meals is also well above average and large numbers of pupils join or leave the school other than at the usual times. Children in the Early Years Foundation Stage are taught in a Nursery and a Reception class.

Bygrove, is one of two primary schools in the LETTA Trust, a multi academy trust and SCITT which runs a very successful initial teacher training programme. (Stebon primary is the other school) Currently training 52 new teachers together with 21 partner schools. They are also an accredited apprenticeship provider working in partnership with the East London Teaching School Hub and University College London to deliver Early Career Teacher Support. The LETTA Trust Education Development Plan outlines five key priorities with a focus on one priority for each academic year. This year the focus is on Pedagogy.

Each new priority is a response to the school self-review carried out annually. So, school self-evaluation ties directly into plans for improvement. In addition to the



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educational priority across the Trust, each school has its own school improvement plan.

LETTA Trust schools 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; to growing active citizens with a strong moral compass who will make a positive difference in the world.

In addition to the Inclusion Quality Mark, Bygrove has also achieved a Continuing Professional Development Mark, an Active mark, a Primary Quality Mark for basic skills and a United Nations Children 'Rights Respecting Schools Award. It also has National Healthy Schools status.

Bygrove have a long-standing relationship with Citi through the Tower Hamlets Education Partnership who provide pupil mentors for reading, maths, language, computing and chess partners to children across both schools.

The Mayors Fund supports free school lunches for every child in Tower Hamlets. Tower Hamlets is, in my view quite unique in its approach to working in partnership with and between business and statutory organisations and including third sector and community organisations. Such collaborations are responsible for lifting entire communities out of poverty and enhancing the life chances of very many young people in this one of the poorest Local Authorities in Country. Thanks must go to The East End Community Foundation (EECF) Canary Wharf PLC and The London Borough of Tower Hamlets.

Bygrove school and LETTA Trust staff work closely with Poplar HARCA (Housing and Regeneration Community Association) initiating the 'Connecting Communities Project.' with a key focus on internet resources. This project has enabled families to gain access and skills for both educational and practical purposes such as on-line banking. This started pre Covid-19 so when the Pandemic struck Bygrove and Stebon PS were ahead of the curve in relation to securing devices needed to support learning from home.

Devices were provided to all children and families who needed them and Bygrove Primary School was used as a training centre. Everybody is aware that low-income families with primary aged children often experience digital exclusion.

The school working in partnership has been pivotal in helping to tackle the problem locally. The pilot programme was evaluated by the University College London and the education data gathered demonstrates how children participating have made accelerated learning in reading, maths, and writing.

Building and maintaining these strong and effective partnerships has been a priority across the Trust. Both schools are founder members of the Poplar Partnership group of schools who together have worked on critical areas such as Assessment for Learning, Transition and Parental Engagement. This collaboration of schools has pioneered shared services employing two full time social workers and a school nurse across the partnership of schools. The foundation of how this works is firmly rooted in the Extended School model of education.



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### **Inclusion:**

Bygrove Primary School is a happy and harmonious community, relationships within the school community and externally with partners and the local community are outstanding. Children clearly love their school and they love learning.

Some staff members are trained specialists in inclusion strategies such as counselling, reading recovery, ELKLAN and numerous other interventions.

The school premises are well-equipped to support pupils with disabilities to fully access the curriculum. Everyone in the school community is involved in evaluating inclusion; what they do well and what could be better.

Both partner schools engage in research to find out what the experts say about best practice in inclusion.

Staff members are given the opportunity to develop expertise in inclusive practice through in school research project and continuous professional development.

Parents are engaged in and supportive of learning and developing inclusive practice.

The school has a personalised curriculum offer for pupils with additional needs including playtime, lunchtime and extra-curricular activities. They develop effective interventions that ensure pupils catch up and keep up, particularly disadvantaged pupils.

Bygrove ensures a consistently high standard of pupil behaviour in lessons, in the playground and around school buildings. Leaders promote inclusive practice in school and monitor the quality of inclusive practice, in particular its impact on pupil achievement.

Leaders ensure school premises are well-equipped and designed to support the inclusion of all pupils.

Develop parents' IT skills including Google Classroom so that they can support online learning at home.

Provide a personalised curriculum for pupils with additional needs and interventions to ensure pupils catch up and keep up.

Staff use specialist communication strategies such as signing, speech and language, strategies for pupils with EAL, dyslexia, ELKLAN to enable access to the curriculum.

Develop child mental health awareness within the curriculum.

Develop the use of restorative approaches at playtime and lunchtime.



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The AHT who is leading on the Explorers intervention talked with great commitment and enthusiasm about the work she has been involved in and about how the programme has progressed to date. A Behaviour's curriculum has been completed and Explorer sessions take place one afternoon per week.

Children work in mixed age groups called families to complete destinations. (badges)

Children have a passport to reflect on the behaviours they have been working on (e.g. kindness) and get a stamp to show they have reached their destination.

Adults are working in their families on Friday afternoons and the destinations have been mapped across the year on a 3-year cycle.

All staff at Bygrove have considerable opportunities for continuous professional development (CPD).

A strong team of teaching assistants supports teachers and pupils. Their enthusiasm for the work they do and the knowledge and experience they bring to their role is evident. Senior leaders purposefully identify the specific areas of interest held by members of the support staff team so that they can be directed to appropriate training and given roles that respond to their expertise. In this way the school has developed its own team of specialists who can collaborate effectively with teachers. Governors and School leaders work hard to promote inclusive practice, enabling all children to achieve.

Discussion of inclusive practice is an important part of governing body meetings where the SENDCo presents a detailed report annually.

Twice termly pupil progress review meetings highlight the needs of vulnerable children with a focus on those receiving Pupil Premium funding and/or those with Special Educational Needs or Disability (SEND).

The SENDCo participates in a range of community SEND projects including local SEND forums, local EAL forums, Wellbeing Service meetings and Phoenix Special School Outreach training.

A significant amount of the school's budget has been directed to the purchase of devices to allow as many pupils as possible to access learning remotely.

SCERTS is a comprehensive intervention model for children and older individuals with autistic spectrum disorder (ASD). It provides specific guidelines for helping an individual become a competent and confident social communicator and an active learner.

Discussions about inclusive practice within the school will continue to have a high-profile during meetings of the governing body and with the nominated SEND governor.

Subject Leaders will include the evaluation of inclusive practice within their





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areas of responsibility and discussion about inclusion will be prominent within Pupil Progress and SEND highlighting meetings.

External specialists will continue to be highly valued so that they can contribute to the inclusion of all pupils.

As discussed during the review process continue developing opportunities for governors to be involved in subject health checks as part of the on-going review of inclusive practice.

The Head of School and her SLT has enabled every team member to place inclusion at the heart of their work, with a high degree of professional trust, care and determination

Termly Head of School reports presented at governing body meetings ensure that school governors are kept well informed.

Both pupil and staff wellbeing are regular items discussed within meetings so that governors can offer advice and support.

The Assistant Head of School and other members of the staff team have played a pivotal role in the support for local families through their work with a project known as Connecting Communities, funded by the HARCA Housing Trust. Teachers from the school participate in planning and delivering the training, covering basic procedures such as logging on and keyboard skills, as well as more complex issues of setting up an email service, internet banking, direct debit, and parental controls. Approximately forty families in the school community have accessed the training so far and many more in the wider Borough community. The computing projects both within the school and the wider community are excellent examples of a creative and inclusive approach to improving communication for all.

Quality First teaching and support are high priorities when the youngest children join the school those with additional needs are identified early and parents are given support building trust is vital as many parents have been fearful of the effectiveness of safety measures during the pandemic.

A strong team of teaching assistants supports teachers and pupils. Their enthusiasm for the work they do and the knowledge and experience they bring to their role is considerable.

### **Safeguarding:**

The Head teacher is the Designated Safeguarding Lead (DSL) During term time, the DSL is available during school hours for staff to discuss any safeguarding concerns. When the DSL is absent, the Deputies act as cover. If the DSL and Deputies are not available, the most senior member of staff will act as cover. There is a named DSL for Saturday School and Holiday Club.



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Bygrove Primary School understand the importance of taking proactive action to minimise the risk of peer-on-peer abuse, and of creating a supportive environment where victims feel confident in reporting incidents.

Non-confidential records are easily accessible and available. Confidential information and records are held securely and only available to those who have a right or professional need to see them. All low-level concerns are recorded in writing on CPOMS. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Staff receive regular safeguarding and child protection updates, including online safety, as required but at least annually. The DSL and DDSs undertake child protection and safeguarding training at least every 2 years. In addition, they update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

All trustees and governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities

Pupils are safe and well cared for. Records kept regarding safeguarding are regularly updated and easy to access. I was able to check the safeguarding policy, which is on the website to see if it had been updated to record recent policy updates and it has.

The curriculum at Bygrove Primary School plays an important role in the prevention of abuse and in the preparation of children for the responsibilities of adult life and citizenship. Children are taught about safeguarding, including online safety as part of a broad and balanced curriculum.

It is an expectation that all curriculum co-ordinators will consider the opportunities that exist in their area of responsibility for promoting the welfare and safety of pupils. As appropriate, the curriculum is used to build resilience, help pupils to keep safe and to know how to ask for help if their safety is threatened. For example, pupils are taught, to recognise and manage risks in different situations and then decide how to behave responsibly; to judge what kinds of physical contact are acceptable and unacceptable; to recognise when pressure from others (including people they know) threatens their personal safety and wellbeing; including knowing when and where to get help to be aware of sexual harassment, online abuse, sexual violence and issues of consent and safeguarding risks, including online risks and what constitutes a healthy relationship, both online and offline via a carefully planned relationship, sex and health education curriculum.

Leaders, trustees and governors have ensured that arrangements for the safeguarding of children are robust, effective and clearly communicated and understood by all staff. Checks on the suitability of staff are rigorous. Records relating to safeguarding are detailed, organised and up to date.



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The superb leadership of the Head of School the Executive Headteacher, the Inclusion Leaders and SLT, ensures that the work of the school continues to thrive with the needs of children always at its core.

The school's excellent team of teachers and support staff continue to work tirelessly to meet the needs of the children and families and they provide invaluable support each other in order to deal with the most challenging of circumstances whilst continually developing its excellent practice on inclusion and is sharing its practice with other schools well beyond the school gates in some instances.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time.

**Assessor: Stella Bailey**

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

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