



## Assessor's Evaluation for the IQM Flagship Project



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

**Head/Principal:** Fiona Durnian

**IQM Lead:** Charlotte Littlewood

**Date of Review:** 15<sup>th</sup> June 2023

**Assessor:** Ralph Silverman

### **IQM Cluster Programme**

Cluster Group: Quality First Network

Ambassador: Debbie Shirley

Date of Next Meeting: 4<sup>th</sup> July 2023

Next Cluster Group Meeting: Carpenters Primary School

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	18 <sup>th</sup> March 2022	Yes
<b>Summer 2022</b>	1 <sup>st</sup> July 2022	Yes
<b>Autumn 2022</b>	8 <sup>th</sup> November 2022	No
<b>Spring 2023</b>	10 <sup>th</sup> March 2022	No

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

#### **08.11.21**

Yeading Infant & Nursery School NELI & LPPA Exploring LPPA for positive relationships with parents' initiatives.

#### **Impact**

The NELI intervention was described and explained. It was launched this year whereas Bygrove was in Year 2 of the project. It was the perfect opportunity to reflect on the implementation and make adaptations, one of which was opportunities for 'revision' sessions for children who had finished the programme. Yeading then explained the LPPA initiative which is an accreditation for parental partnerships. Bygrove invests a



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great deal of human resources into its work with its parents. It was important to view how other schools do it. They use a lot of their early morning time (assemblies etc) for parents to engage with support staff around how to support their children at home.

### 10.03.23

Cannon Lane Primary Forest Schools

Learning Mentors & ELSA Exploring how the work of their learning mentors could support some of their Teaching Assistants (TAs)

#### Impact

Cannon Lane showed off their incredible Forest School. The space and more importantly the use of it was brilliant. Lots of photos were taken and shared back at Bygrove. The use of their learning mentors across the school was discussed. They have Early Learning Support Assistants (ELSAs), so a lot of their support staff time looks at emotional support throughout the day. Their learning mentors often lead 1:1 sessions and their ELSAs lead group sessions. Bygrove reflected on its use of the THEWS programme and subsequently delivered two whole class programmes with them this year (Years 4 & 6).

#### Sources of Evidence

- Tour of the school
- Observe Attention Autism session

#### Discussions with

- Headteacher
- IQM Leader
- School Based Social Worker
- Home School Liaison Worker
- 2 Parents
- 2 ELSA TAs
- Teacher
- 3 SEN TAs
- 5 Pupils

#### Feedback to

- Headteacher and IQM leader

#### Additional Activities

- Watched an Attention Autism Bucket session



## Evaluation of Annual Progress towards the Flagship Project

### Project Title      **No-one is Left Behind**

#### Outline of Project

As Bygrove continues to support its community to overcome some of the difficulties which they face, staff will continue to strive to provide the best possible provision for its children. With the recent pandemic, cost of living increase and recent unsuccessful Tower Hamlets SEND Section OfSTED, it is more important than ever that the school works hard to overcome these to support the Mental Health, Wellbeing, and education of its children. The school has noticed a large rise in the numbers of children with significant needs and with a lack of specialist provision places, it is developing its own strategies to provide inclusive provision for all of its children such as the creation of a sensory room, development of the Social Communication, Emotional Regulation, Transactional Support (SCERTS) programme and close working with the local autism outreach service. It has its own Speech and Language Therapist (SALT), ELSA support and is training an additional member of staff this year who will join the team next year.

#### Target 1

##### **To Improve the provision for children with significant additional needs at Bygrove**

There are 61 children on the Special Educational Needs and Disability (SEND) register, with 19 of those in receipt of an Education Health Care Plan (EHCP). Additionally, 25 children have an Education Health and Care Plan (EHCP) in process with one receiving Provision During Assessment (PDA) funding.

- **Continued development of needs based sensory interventions timetable**

The main area of need is communication and interaction which ranges from children needing specific speech and language support to some requiring alternative curriculum learning due to a diagnosis of autism. The school has a high number of children either awaiting places or remaining within mainstream school due to their being no spaces for the local autism specialist school. This has placed an extra challenge for the school to continue to work on meeting the needs of these children who are placed within a mainstream setting. As a result, the school is continually developing its needs based sensory interventions timetable to meet the needs of these children.

- **SCERTS & New 'P Steps' Assessment**

With such a high number of children not able to access the National Curriculum Bygrove has been working hard to develop a method of assessing and target setting for children in line with their area of need and level of learning. Over the last few years, the school has implemented SCERTS as a method of assessing and target setting for children with communication and interaction needs who are working well below expected for their age. This method works alongside that used by specialist provisions



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and so supports staff in seeking their guidance and expertise when planning for these children. More recently however staff have been working with Phoenix Outreach to implement what the school calls 'P Steps' assessment to assess, target set and plan for children working below the National Curriculum. Bygrove believes that this is the next stage in its journey to meeting the needs of children with significant additional needs.

- **Whole School SEND Network PD Group**

The Inclusion Leader has embarked on a Professional Development project with whole School SEND. During this two-term project she worked alongside other SENCOs to evaluate provision within Bygrove and complete a specific project linked to the needs within school. The impact of this project enabled her to focus on a specific area of SEND support within school, collaborate with other leaders, and continue to develop her expertise around project development.

- **Sensory Room Implementation**

For the past couple of years Bygrove has been developing its sensory room. This has included fundraising for vital equipment and working with other specialists to ensure it is used to its full benefit. There is now a full timetable of support, interventions and therapeutic support which takes place within the room which enables children to receive the best possible provision.

- **SEND Parent Support Group**

As the number of children with additional needs increases, support for their families is not easily available. In the last few years, the school has developed a SEND Parent Support Group which meets half-termly. This year the focus has been to support parents in accessing other networks such as Short Breaks services and Child and Adolescent Mental Health Service (CAMHS) early help. The impact of these sessions has enabled parents to not only receive the guidance and support they require, but also to encourage a collaborative community within school.

### Target 2

#### **To further the development of specialist support for children with identified needs**

This year the school has seen more children diagnosed with specific learning needs which need individualised adaptations. Alongside speech and language support there is a child with specific 'Gestalt language needs', children with dyslexia, ADHD, and also multi-sensory impairments. The school has worked collaboratively with a range of other professionals to ensure these needs are met.

- **Speech & Language needs including 'Gestalt'**

Gestalt language needs are often identified with autistic children and refer to a child 'feeling' the language. A multi-sensory language teaching approach is used which is different to that of other speech and language support. The impact of this work means that children with specialised language needs are catered for within their classes.



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- **Dyslexia**

The diagnosis of dyslexia is rapidly dropping within the borough however, Bygrove remains vigilant in meeting the needs of children with dyslexia. The school works alongside the EP SLA to ensure that provision and interventions support these children to access the whole National Curriculum. The impact of this means that children with dyslexia or who are on the pathway to a diagnosis, receive provision to meet their needs.

- **Multi-sensory Impairment**

Whilst recognising that the main area of need within the school is that of communication and interaction, with the highest needs children having a diagnosis of autism, it is also important to note that there are some children with multi-sensory impairments whose adaptations and support require different thinking and preparation. Bygrove collaborates with a range of professionals and seeks further advice and support (QToD, QTVI, SALT, Stephen Hawking Outreach). The impact of this has meant that teaching teams feel supported in meeting the needs of children within their classes who have a multi-sensory impairment.

### Target 3

- **To Improve the Social, Emotional and Mental Health Provision in School**

Since the pandemic Bygrove has seen an increase in children requiring Social, Emotional and Mental Health (SEMH) support.

- **Additional ELSA support**

Bygrove now has two ELSAs. The impact of the ELSAs can be seen throughout the school, advising all staff, and supporting any child or group of children. Bygrove recognises that behaviour is a form of communication and at times some children require additional support to communicate their needs in an appropriate way. The school has developed nurture plans which look at the whole provision for the child to ensure their needs are being met. These plans are specific to individual children and can outline provision for a range of areas in their lives including parental support/communication, 'calm time', 'safe adults' etc. The school has created nurture plans for 4 children, and these are updated and shared with the wider school to ensure everyone is supporting consistently. The impact of this can be seen through children's attitude towards school, relationships with adults and peers and the impact their behaviour has on their school day.

- **Reintegration or phased start planning**

As part of the school's inclusive practice, phased starts or reintegration plans are used to help children and their families to settle. This year a new child was welcomed into school via a 'Fair Access Protocol' (FAP) move from within the borough due to being excluded from their previous school. This involved working collaboratively with the



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borough's behaviour team, SEND Section, FAP team and parents to plan the best possible start for the child who now attends full-time and is thriving. Other examples of phased starts have been within the Early Years Foundation Stage (EYFS) setting where children have been identified as having significant additional needs. Staff work alongside the family to plan a phased start to school, slowly introducing additional activities, environments, and adults to ensure that their start is successful.

- **Tower Hamlets Education Wellbeing Service (THEWS)**

As part of the Local Authority's (LAs) Mental Health initiative, schools were invited to join in with the THEWS initiative. A member of staff from the service takes referrals for working with families on wellbeing issues such as behaviour in the home or Mental Health support. She has supported 4 families and their engagement with school has improved and the children's academic achievement have improved. Additionally, she supports whole classes, and this year delivered a whole class 'Brain Buddies' programme for the Year 6 cohort exploring how they can impact their own wellbeing.

- **Restorative Approaches reset**

Bygrove uses Restorative Approaches to resolve conflicts. The SENCo completed a refresh course and planned training and refreshers for staff. She has delivered whole school phase meeting training on behaviour support, positive interactions and planned a term wide training programme for the MDMs team for the autumn term. By using Restorative Approaches children are more aware of their impact on others and how to resolve conflict. She conducts termly assemblies exploring the themes further and ensures the children have time to reflect on their own use of the approach. The impact of Restorative Approaches can be seen throughout the school.

### Target 4

#### Whole School Community Support

Bygrove recognises the importance of supporting the whole-school community as this has the biggest impact on the stability of children's lives and ability to engage with their education. There is a full-time home liaison officer who works closely with the inclusion leader in overseeing a lot of whole-school community support.

- **School Based Social Worker**

Early Help support is prioritised and so have a Service Level Agreement to employ a school based social worker who works 1 day a week to provide vital early help support to families. The support provided ranges from hosting Team Around the Child (TAC) meetings, working with parents on issues in the home and facilitating 1:1 work with vulnerable children. The impact of this work allows staff to support families before a crisis arrives.



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- **Food Hub**

During the pandemic it became clear that there was a need within the community for food support. Many parents were on zero hours contracts and were not entitled to government support such as furlough. There is still a need within the school community for food support so the food hub will continue for all families to access. The school works with partners such as Thomas Franx and the Felix Project to provide this service.

- **English for Speakers of other Languages (ESOL)**

Bygrove has an accredited ESOL course which parents have been completing.

- **Parent Workshops**

Regular workshops, coffee mornings and events are put on for parents throughout the year including Reading, Early Maths, a Healthy Eating programme, and an event on Gang Violence. A member of staff works with families to support them in attending and translators are on hand if required. The impact of these workshops means that parents not only become further informed on important issues but also see the school as a safe place to attend for advice, guidance, or a cup of tea.

- **Attendance Initiatives**

Since the pandemic attendance issues have been a national priority for schools. Bygrove has always prided itself on its high rate of children's attendance, however, recently there has been a real increase in Persistent Absence or Extended Leave as families struggle to get back into the routine of school. Staff have developed a range of initiatives to support parents and give them opportunities to discuss how the staff can support their child's attendance further. The impact is that attendance is now increasing.



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

### Next Steps

#### **1 To improve provision for children with significant additional needs.**

- Review sensory interventions with specialists in the autumn term (SALT, Phoenix Outreach)
- Launch and embed the use of 'P Steps' next year alongside new whole-school assessment programme.
- Utilise IQM sessions to further develop expertise of SENCo whilst on maternity leave.

#### **2 To further improve whole-school community support.**

- Explore the needs of the school community for 2023/24.
- Expand the parent workshops for next year.

#### **3 To further improve attendance initiatives.**





### Overview

Bygrove Primary is a one form entry school with a nursery in the London Borough of Tower Hamlets. It is one of two schools in the Letta Trust. There are 247 children on roll of whom 90% have English as an Additional Language (EAL). 43.7% of the children are eligible for Free School Meals (FSM). There are 19 children with an EHCP, well above the national average of 4% and there are 40 children receiving SEND support. This is a school in one of the most deprived wards in the country, yet its results and standards are well above the national average.

The Headteacher said that inclusion is about having a sense of belonging. She and her leadership team have high expectations of every student. As it is a small school staff know all of the children and have an individualised approach. She ensures that staff question, 'What can we do to adapt our approach to suit the needs of each child?' She encourages the staff to see what each child 'can do' as opposed to what they cannot do. A pupil who had been excluded from a local school, who had been out of school for over a year and had been referred to the Fair Access Panel, is now making good progress here. This child is no longer helped by the Behaviour Support Team. The inclusion team works hard to ensure that there is a strong Team Around the Family. Expectations are made clear to all new parents and children and communications are good. The inclusion team have years of experience and have a variety of skills. Parents feel reassured as many have had uncomfortable experiences elsewhere.

The vision of the school is expressed through a set of promises (to be found on the school website). This inclusive vision is endorsed by the Governors who hold the leadership team to account. They question how the budget is used. Bygrove believes its greatest resource is the people who work here. The Governors believe that they and the staff should be well trained. They themselves come from a variety of backgrounds and offer their expertise to ensure that their support is purposeful and has impact. The Headteacher is studying for her NPQH, and two members of staff are on the NPQSL course. The School Development Leader works with other trusts and helps develop their offer. The leadership of the school has a growth mindset, and this permeates throughout the school to the children. Some teachers are part of a research group; some work alongside the Phoenix Special School and some are developing a new phonics scheme. Staff delivering interventions are also well trained and receive supervision.

There is a school-based social worker who works 1 day a week and a Home-School Liaison Officer (HSLO). They said that Bygrove has a good reputation because parents have had good experiences here and they know their children are well supported. The Social Worker helps parents with their appeals, offers workshops on Strengthening Families; the Exploitation Team has led talks on ASBOs and County Lines, workshops from energy companies and many more. Staff raise money for the Taxi Driver Charity which will take a group of SEN children to Paradise Wildlife Park. The school-based social worker and HSLO work closely with vulnerable families offering them support through the holidays and seek funds for the breakfast club. Parents have a sense of ownership of the Family Learning Room. They hold coffee mornings here uniting them in a common purpose. Food is gathered for the weekly Foodbank which helps release that burden from many families who are struggling with the cost of living. The



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Foodbank is made available for vulnerable families of the two nearby schools; material is collected for the upcoming School Fête and courses are held on cooking, ESOL and INTERNET classes etc. There is a sense of belonging and 'Together we all make a difference.' The HSLO has supported parents attend court, assists Year 6 children with transition to secondary school and supports families to fill out the forms. Money is raised to buy school uniforms for those who are struggling. She has collected children from home to attend school. As attendance is an issue, staff work so hard to encourage parents to ensure their children attend school.

This is a school which teaches inclusion, where children learn that they are accepted, learn about different races and cultures and how life works and learn to respect each other. Bygrove creates a nurturing environment where children learn to understand and accept that we all have different needs and talents. Children are offered 1:1 support and group work depending on need. The inclusion team is good at identifying children's issues even though they may not reach threshold. The SEN TAs offer all their children the same opportunities adapting the resources to individual needs. They usually work in the classroom using shape coding across all subjects helping the children to form sentences.

The outside environment is stimulating and offers a variety of physical resources for various types of play and relaxation. Both the EYFS and main playgrounds have mud kitchens. The reception children use the main playground after the summer half term preparing them for September when they enter Year 1. In the EYFS playground there is a reading shed and a sandpit shed. The outside portable resources are changed daily or weekly. There are live gardens which the children tend, growing vegetables and flowers.

The Zones of Regulation (ZoR) are not just displayed throughout the school but are embedded in lessons, so all of the children know not only the emotional zone they are in, but also how to move themselves to green. Children are encouraged to understand that it is alright for them to express their emotions. There is a reset box or area in each class and worry monsters which 'eat people's worries.' Some children who may not access the National Curriculum have individualised visual timetables. There is a well-used sensory room, and the old science garden is now used for Forest School. The Holiday Club looks after the plants during the summer holidays. Every child has their own Chromebook and charger to support their learning at home.

Pupil Progress Meetings (PPMs) are held every half term for Years 1, 2 and 6 and every term for nursery, Years 3, 4 and 5. The assessment leader is responsible for the analysis of data. The school will soon be moving to INSIGHT. Each class teacher meets their line manager every week to discuss concerns and progress. Assessment for Learning (AfL) is used in every lesson and there are maths assessments every half term. Big Write is assessed every half term. The planning of each lesson is adapted to the learning needs of all students increasing the cognitive load. There is a weekly assembly celebrating achievements and effort. Athletics certificates are awarded on effort. Positive praise is used throughout the school and Growth Mindset is celebrated. Mistakes are recognised as an integral part of learning.



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The SEN team work collaboratively and swap roles. They have equal aspirations for all children. They run sensory circuits and various attention autism courses. These are targeted and specific according to need. Children with EHCPs have small achievable targets and most children see the progress they are making. Children see Bygrove as a safe space. Parents are informed if their child receives ELSA support. Children enjoy Friday afternoons as they take part in Young Explorers. They are in mixed age groups and collaborate on projects that address real-world challenges. These enable pupils to broaden their horizons, develop their character, and explore their personal interests and talents. Much of this takes place outside classrooms, using the outdoors, the local neighbourhood, and other parts of London as resources for learning. All school staff, (as well as parents and others in our community), are involved, and older pupils are given genuine leadership responsibilities. During each project, children have the chance to earn badges and exhibit the processes and outcomes of their project to others. They have opportunities to reflect on their learning and receive meaningful feedback from their peers, school staff and other adults. Children enjoy the many clubs that are offered.

The school uses CPOMs to log safeguarding concerns. They are written into a black book, so the class teacher is kept informed.

Parents said that children are treated with respect here and as individuals. They said that it caters for all the children's needs whether they are emotional, behavioural, academic, or physical. They like the fact that staff have the same behavioural expectations for all children. "No-one gets left out." They said that communication between school and home is very good, and they were not aware of any complaints. They recognised there are many children with SEN and worry that the school could become a victim of its own success. They liked all the courses and workshops which are offered including exercise classes, parenting courses, SEN – sharing ideas, Reading with Your Year 1 Child, Getting Back into Work, Coffee Mornings, and Eid parties. They feel comfortable talking to staff who are approachable. Poplar HARCA support parents get onto the INTERNET, use email, and inform them about online safety. One parent said, "We don't want to leave."

The school has links with Leyton Orient who send coaches to train the children; Tower Hamlets Educational Psychology Service (THEWS) which offers Early Help Provision. Staff from City Group Bank, Morgan Stanley and Beanstalk come in to listen to the pupils read and Magic Breakfast provide bagels for them. Staff from Poplar schools meet to share ideas and good practice. A cluster of schools have a SEND Sports Day which has included canoeing and mini golf. Bygrove takes part in national events like Anti-Bullying Week, Remembrance, Comic Relief and Children in Need. Staff are mindful that they don't ask too much from their parents. Visits from the local Iman take place and the children visit the local church. They have been to London Zoo, the Classical Orchestra Show, Southend beach, the Soanes Centre in Tower Hamlets Cemetery Park, the Science Museum, The Imperial War Museum, the Shakespeare Schools Festival at the Greenwich Theatre, the Lion King workshop and many more. Each class does a production once a year and Year 5 and 6 go on to Gorsefield Rural Studies Centre in the Spring term.



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The staff at Bygrove feel like a family and know their children. There is not one expert but a team of collaborators which supports everyone's wellbeing. This is a school that has inclusion in its DNA. Staff care passionately about all of the children progress, and they are this school's greatest asset.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Ralph Silverman MA NPQH**

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

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