



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 Alex Roberts

Date of Review 3rd June 2024

Assessor Ms Sharon Monaghan

IQM Cluster Programme

Cluster Group Quality First Network

Ambassador Debbie Shirley

Next Meeting 5th November 2024

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2022	8 th November 2022	No
Spring 2023	10 th March 2023	No
Summer 2023	4 th July 2023	Yes
Autumn 2023	8 th November 2023	No
Spring 2024	28 th February 2024	Yes
Summer 2024	22 nd May 2024	Yes
Autumn 2024	5 th November 2024	

The Impact of the Cluster Group

08.11.23: Little Heath: Exploring Communication and Therapeutic Provision

Impact

Bygrove Primary School gained valuable insights into the implementation of communication and therapeutic provisions, particularly through their use of 'Bucket' sessions. The assessor's observation of a Stage 4 Bucket group at Bygrove highlighted a clear structure that maintained high levels of engagement and focus among the pupils. Visual aids, including a core board for choosing activities, were effectively used to support communication, with one child using spontaneous language. There are opportunities for continual professional development; support staff mentioned that they often learn from observing each other during these sessions. Parents and class teachers observing these sessions reported a deeper understanding of their child's development, particularly in



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attention and turn-taking skills, reinforcing the value of such inclusive practices. The lead practitioner for Bucket activities at Bygrove has since undergone additional training to refine their approach.

28.02.24: Keir Hardie: Curriculum Development

Impact

The visit to Keir Hardie was instrumental in informing Bygrove's planning for a new classroom designed to support students with Special Educational Needs and Disabilities (SEND). Inspired by Keir Hardie's model and also by the model used by the local specialist Phoenix School, Bygrove has begun to re-evaluate their provision for pupils with more complex needs. The school plans to open a specialist classroom in September to provide a bespoke thematic curriculum for up to ten pupils in this new class. This proactive approach is an example of how the school is responding to meet the needs of all students.

22.05.24: The Willows School: Behaviour Management and Inclusion

Impact

The Willows School is a specialist primary school, primarily for pupils with social, emotional, and mental health needs. This visit provided Bygrove with comprehensive strategies for behaviour management and inclusion. For example, understanding extrinsic and intrinsic motivators and understanding that all behaviour is a form of communication. The key takeaway message from Willows' approach was the use of language, such as using minimal language with pupils with SEMH needs. Bygrove wants to adopt this approach by using consistent and scripted responses for staff when working with pupils. This will be particularly valuable for staff working in the new specialist classroom.

Evidence

- A tour of the school
- Review of the school website and The Office for Standards in Education, Children's Services and Skills (Ofsted) report
- Review of the FFS Action Plan

Discussions with

- Headteacher.
- IQM Leader.
- Early Years Foundation Stage (EYFS).
- Leader.
- Homeschool Liaison Worker.
- 3 Parents.
- 2 apprentice Teaching Assistants (TAs).
- 3 TAs.
- Nursery Nurse (Forest School Lead and SFSC Lead).
- Phase Leader.
- Early Careers Teacher.
- Year 4 pupils during lunchtime.
- Pupils with Education, Healthcare, and Healthcare Plan (EHCP) in class and during lunchtime.



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Feedback to

- Headteacher and IQM leader.

Additional Activities

- Observed an Attention Autism Bucket session.
- Observed in EYFS, including a small group reading session.
- Observed lunchtime provision.

Evaluation of Annual Progress towards the Flagship Project

Project Title: No-one is Left Behind

Outline of Project

Bygrove Primary School continues its commitment to support its community in overcoming the challenges they face. In November 2023, Ofsted judged the school as outstanding: "Pupils with special educational needs and/or disabilities (SEND) receive the support and guidance they need to be successful." The school has seen an increase in the number of pupils with significant needs and given the lack of specialist provision places, has developed its own strategies to provide inclusive provision for all. Initiatives include the creation of a sensory room, the development of the Social Communication, Emotional Regulation, Transactional Support (SCERTS) programme, and close collaboration with the local autism outreach service. Bygrove employs a Speech and Language Therapist (SaLT), Emotional Literacy Support Assistant (ELSA) support, and is training additional staff to enhance its support team.

Target 1

To develop provision for pupils with significant additional needs.

Bygrove Primary School has 63 pupils on the SEND register, including 18 pupils with an EHCP and 2 awaiting assessment. Recognising a high level of need in the Early Years Foundation Stage (EYFS), the school has effectively utilised the SEN Inclusion Fund (SENIF) to support pupils with additional needs. This funding has been used to create a soft play area in EYFS, providing a sensory-rich environment that helps pupils regulate. In particular, this area has supported five pupils who found it challenging to transition into the school.

Individualised Timetables.

Pupils in the Reception class who were unable to access the standard provision in the autumn term have benefited from individualised timetables. These include small group Forest School visits, bucket sessions, intensive interaction, and tailored support for phonics, English, and maths. By using a sensory approach, all pupils have been able to access learning at their level. The groups have remained flexible, with some pupils transitioning into more whole-class learning, and others making significant progress



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through interventions such as the Nuffield Early Language Intervention (NELI) programme.

Launch of P-steps.

The P-steps assessment system, trialled last year, has been successfully implemented school-wide. Training delivered to all staff in the autumn term has built confidence in using this system, allowing for measurable progress tracking for pupils not yet able to access the National Curriculum. The P-steps system aligns well with the school's focus on developing inclusive practices through continuous professional development (CPD).

Educational Psychologist (EP) Support.

The EP has supported through meetings with parents and teachers to help facilitate effective strategies, particularly for a pupil with high sensory needs. This collaborative approach has resulted in significant progress, including better regulation and participation in group interventions. EP-led training on precision teaching has enhanced teaching assistants' abilities to support pupils in learning key facts in maths and English.

Speech and Language Therapy (SaLT) Support.

The school's SaLT has provided extensive support across all stages, particularly for pupils in the early stages of language acquisition. Initiatives such as introducing the Core Board and running interventions like Lego therapy and Colourful Semantics have been instrumental. These resources are shared with parents, promoting their use both at home and in school.

Phoenix Autism Outreach Support.

Continuous support from the Phoenix Autism Outreach worker has enhanced strategies for working with pupils with autism. Training sessions on sensory circuits and social stories have improved staff confidence in delivering tailored sessions.

Sensory Interventions.

The development of the sensory room has been a significant milestone. Equipped with new resources like a bubble tube, dark tent, sensory lights, and wall projectors, the room is used for timetabled sessions and as a calming space. Daily sensory stories have become an integral part of the provision, and Touch and Communication Programme (TACPAC) training has further enriched the sensory interventions offered.

Target 2

To further improve whole-school community support.

Parent Workshops.

Bygrove's commitment to community support is evident in its regular parent workshops. The "Marvellous Maths" sessions and curriculum workshops are highly popular, fostering



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parent engagement and enhancing their understanding of teaching methods. Google Classrooms extend learning opportunities, enabling pupils to practice skills at home.

Food Bank.

The weekly food bank, established during the pandemic, continues to provide essential support. Run by parent volunteers, it ensures that pupils have access to a balanced diet and fosters a strong sense of community among families.

School social worker.

The school's social worker plays a crucial role in supporting vulnerable families. She provides early help, leads Team Around the Child meetings, and runs a SEND parents group, offering vital support and resources to families.

Event Days.

Regular coffee mornings, cultural celebrations, and educational events like the Shakespeare Schools Festival highlight Bygrove's inclusive community spirit. These events encourage parental involvement and create memorable experiences for families.

Strengthening Families, Strengthening Communities (SFSC).

The SFSC programme has been successfully delivered again this year, supporting parents in addressing the challenges of raising children. The programme's success is celebrated in school assemblies, reinforcing the value of lifelong learning and community support.

Target 3

To continue attendance initiatives.

Improving Attendance.

Attendance continues to be a priority due to national and local trends. Leaders understand pupils are more likely to thrive and progress if they are regularly in school. Bygrove regularly achieves the highest level of attendance in Tower Hamlets. This is achieved through continual work and effort to ensure pupils attend daily.

This includes home visits and targeted support, particularly for hard-to-reach families. Celebratory events and weekly updates in the school newsletter promote a positive attendance culture.

Early Help and Inclusion Meetings.

Weekly inclusion meetings ensure that vulnerable pupils receive the necessary support. Collaboration between the Headteacher, Home School Liaison Officer, and School Social Worker ensures that plans are in place to address any emerging issues, providing timely and effective support.



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Celebrating Attendance.

Bygrove celebrates good attendance with monthly events and weekly updates. Initiatives like cinema trips and the attendance cup competition motivate children and families, fostering a culture of attendance excellence.

Overall, Bygrove Primary School's comprehensive approach to supporting pupils with significant additional needs, engaging the community, and improving attendance demonstrates its unwavering commitment to ensuring that "No-one is Left Behind." The school's proactive strategies, collaborative efforts, and continuous development reflect its dedication to providing the best possible education and support for all its pupils.

Agreed Actions for the Next Steps in the Flagship Project

To establish a learning space that ensures pupils with the highest level of need have a tailored provision (10 pupils).

- Planning in the summer term for a September launch includes speaking to parents and staff.
- Monitor the quality of teaching and learning on a termly basis.
- to ensure HLTA leads and TAs are empowered to deliver high-quality provision.
- Seek input and support from external professionals, including SENCOs within the Trust.
- Provide professional development: training and induction for staff.
- Define clear responsibilities for accountability for the new SENCO in post-September.

To implement a bespoke thematic curriculum for the specialist provision (based on the Phoenix model).

- Liaise with the Phoenix Outreach Team and Poplar Partnership links to see curriculum development opportunities in action.
- Provide professional development: training and induction for staff.
- Ensure a clear assessment framework using SCERTS and P-Steps.
- Establish an agreed-upon planning format.
- Monitoring by school or trust leaders.
- Curriculum information to be shared with parents and through the website.



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To continue to maintain excellent attendance through attendance initiatives.

- Regular analysis of attendance data and use of the of the Department for Education (DFE) Portal for comparison to local and national.
- Hold attendance panel meetings to provide targeted support.
- Send parents attendance celebration letters.
- Attendance celebration days.

Overview

Bygrove Primary is a one-form entry school with a nursery located in the London Borough of Tower Hamlets. It is one of two schools in the Letta Trust. The school has 245 pupils on roll, with 90% having English as an Additional Language (EAL). Currently, 43.7% of the pupils are eligible for Free School Meals (FSM). The school has 18 pupils with an EHCP and an additional 2 pupils awaiting assessment. There are 45 pupils receiving SEND support. Despite being situated in one of the most deprived areas in the country, Bygrove Primary's results and standards are well above the national average.

The Headteacher emphasises that inclusion at Bygrove is about fostering a sense of belonging for every student. The leadership team maintains high expectations and adopts an individualised approach to cater to each pupil's needs. Being a one-form entry allows staff to get to know all the pupils well, ensuring that their educational and personal needs are met with tailored strategies. The staff is encouraged to focus on what each child can do, ensuring a positive and supportive learning environment.

A significant aspect of Bygrove's inclusive approach is their handling of individual cases. For instance, a pupil who had been excluded from another local school and was out of school for over a year has made excellent progress at Bygrove. This child is no longer dependent on the Behaviour Support Team, thanks to the dedicated inclusion team that works tirelessly to establish a strong support network around the family. Communication between the school and families is robust and expectations are clearly conveyed to new parents and children.

The school's vision is deeply embedded in its ethos and is supported by the Governors. Bygrove prides itself on its well-trained staff and professional development is highly prioritised. It also offers apprenticeships for teaching assistants. This growth mindset permeates the school, fostering a culture of continuous improvement among both staff and students.

Bygrove's Explorer Curriculum gives pupils the opportunity to develop and embed character behaviours in a focused and systematic way. Every Friday afternoon, pupils engage in deep, purposeful learning about themselves, the world around them and their place in it. Children work in mixed-age groups on projects that address real-world challenges, developing their character and personal interests. This learning can take place outside the traditional classroom setting, such as in the Forest Classroom or the local



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neighbourhood. This knowledge- and skills-rich curriculum is taught through subject-driven termly themes.

The Identity Project for Year 6 pupils, displayed in the corridor, includes photos of each child with an object that represents them and a written piece. There are opportunities for the pupils to return in Year 7 and discuss their projects with the current Year 6.

Bygrove uses a four-day reading model to develop decoding, fluency and comprehension skills, ensuring all staff are trained to deliver high-quality reading sessions. There are regular reading health checks for quality assurance.

Curriculum planning is a collaborative effort, including midday supervisors in the EYFS to integrate lunchtimes into the continuous provision. Weekly meetings with teachers, support staff and the SENCO help track progress on P Steps, set targets and plan next steps, ensuring all children receive tailored support.

Bygrove benefits from a school-based social worker who provides essential early support to families, working one day a week. The Home-School Liaison Officer offers continuous support to vulnerable families, ensuring they receive the help they need. They also organise Strengthening Families workshops, which have been running since 2007, providing parents with valuable tools and strategies to support their children effectively.

The school's sense of community is strengthened by initiatives such as the weekly food bank, supported by parent volunteers. The food bank has continued beyond the pandemic. This not only provides essential food support but also fosters social interaction among families. The Family Learning Room is a hub for various activities, including coffee mornings, workshops and community events, reinforcing a sense of belonging and mutual support.

Bygrove's inclusive culture extends to its teaching practices. Pupil Progress Meetings (PPMs) are held regularly to monitor and support student progress. The school is using the INSIGHT system for tracking assessments. Teachers and support staff use a variety of strategies, including the P Steps assessment framework, to ensure that each pupil's learning needs are met. The development of a sensory room and the use of core boards support pupils with specific needs, enhancing their ability to learn and thrive in a mainstream setting.

The environment at Bygrove is carefully designed to support and enhance learning. In the reception classroom, the display "What we're learning in reception" on the window helps build relationships with parents and involve them in their child's education. Visual schedules using widget symbols are prominently displayed to help children understand the structure of their day. The EYFS classrooms are particularly language-rich, with key vocabulary on display, creating an environment that supports language development and literacy. The use of Zones of Regulation (ZoR) throughout the school helps pupils understand and manage their emotions, contributing to a positive and supportive school culture.

The outdoor environment at Bygrove is vibrant and stimulating, offering various resources for play and learning. This includes a mud kitchen, an outdoor vegetable garden and a



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forest school area. These spaces are designed to support physical development and provide a rich, engaging learning experience for all students.

Bygrove's commitment to inclusion is also reflected in its extracurricular activities and community engagement. Events like the Shakespeare Schools Festival and the annual school fair provide opportunities for pupils to showcase their talents and for families to engage with the school community. The school's partnerships with organisations like the Felix Project and local sports teams further enrich the pupils' experience.

Lunchtime provision is another strength at Bygrove. At lunchtime, Year 4 pupils take on clear leadership roles and responsibilities, such as serving food and sweeping up, helping to maintain a well-organised lunch time. Each year group has a staff midday leader who moves up with the class each year, providing consistency and helping to build strong relationships with the pupils. These midday leaders feed back to the class teachers at the end of every lunchtime, ensuring any issues or observations are promptly addressed.

During the assessor's visit, pupils were engaged and included in the playground, with adults actively interacting with them. Pupils described their school as 'brilliant,' 'fun,' and 'friendly,' and they particularly enjoy the range of after-school clubs and events such as the recent school sleepover and Pancake Day.

Parents express high levels of satisfaction with Bygrove Primary's inclusive practices, appreciating the strong communication, individual attention their children receive, and the supportive environment provided. They highlight the advantages of Bygrove being a small school where teachers are always approachable. One parent noted significant improvements in her child's progress due to the school's focused support and regular communication. Another praised the welcoming atmosphere and effective communication through emails and personal interactions, which help her stay connected despite a busy work schedule. Parents expressed deep trust in the staff. They value the school's efforts to involve them in their children's education through workshops, regular updates and personal interactions.

The staff at Bygrove operates as a cohesive, supportive team, fostering a family-like atmosphere. Continuous professional development, shared best practices and a collaborative approach ensure that all staff members are equipped to meet the diverse needs of their students. The commitment to inclusion is evident in every aspect of the school's operations, from classroom practices to community outreach.

Staff views at Bygrove further highlight the supportive and collaborative environment within the school. One staff member described it as a "supportive environment to work in." Staff appreciate the hands-on support from the SENCO. The leadership team is praised for knowing the children well and taking staff ideas into consideration, making them feel valued members of the team. There is an effective transition process, ensuring continuity and stability for pupils. Teachers emphasised that "at the heart of everything are the children." Early Career Teachers (ECTs) are particularly well-supported and mentored, ensuring they can grow and thrive in their roles. Staff feel empowered to share their ideas and experiences, contributing to a culture of continuous improvement and shared best practices.



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The school's dedication to fostering an inclusive, supportive and high-achieving environment is exemplary. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark 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: Sharon Monaghan

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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