Assessor's Evaluation for the IQM Flagship Project

School	Bygrove Primary School Bygrove Street London E14 6DN
Head/Principal	Ms Fiona Durnian
IQM Lead	Isha John
Date of Review	20th June 2025
Assessor	Ms Nana Akwa Akindele

IQM Cluster Programme

Cluster Group	Quality First Network
Ambassador	Mrs Rekha Bhakoo
Next Meeting	
Meeting Focus	

Cluster Attendance

Term	Date	Attendance
Autumn 2023	8th November 2023	Yes
Spring 2024	28th February 2024	Yes
Summer 2024	22nd May 2024	Yes
Autumn 2024	5th November 2024	Yes
Spring 2025	4th March 2025	Yes
Summer 2025	30th June 2025	No

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The Impact of the Cluster Group

The school has a clear vision for inclusive practice and demonstrates a strong capacity to translate learning from external networks into meaningful school-wide development.

In discussion, the Assistant Headteacher reflected on the value of the IQM Clusters in challenging and deepening their thinking. A key influence has been the opportunity to observe inclusive models in other schools, such as at St Vincent's, where pupil leadership and purposeful sensory provision were areas of strength. As a result, the school has taken decisive action to enhance similar areas in Bygrove Primary.

Notably, the school's approach to pupil leadership has evolved. Pupils are now supported to act as ambassadors during school visits, confidently discussing inclusive practices and representing their school with pride. This development has been driven by the Headdteacher's belief that children should have a strong voice in showcasing and shaping inclusion.

Another area of impact has been the reframing of the sensory room. The school recognised that while the space existed, it was not always used with intention. Inspired by best practice shared in cluster meetings, an audit has begun to repurpose the sensory room as a high-quality, intervention-led space. This is supported by updated individual risk assessments, ensuring provision is tailored and responsive to need.

The school has also prioritised a whole-school focus on purposeful communication tools, including the introduction of core boards at lunchtime, mini core boards on staff lanyards and critical communication cards in key areas. These changes have embedded a culture of accessible communication across the school, influenced by exposure to consistent visual systems in other cluster schools.

Staff practice around differentiated levels of support has also matured. The school now operates a structured model: support is introduced, reviewed, and removed in a timely, considered way. High-quality first teaching remains central, with interventions used as a scaffold, not a substitute.

A standout initiative stemming from cluster inspiration has been the launch of a "Stay and Play" model in the specialist provision. Parents are now invited to observe interventions with their child, providing transparency and enhancing home–school partnerships.

Additionally, work has begun to develop outdoor sensory provision, recognising that the school environment must support regulation beyond the classroom. Textured paths, quiet spaces, and calming visuals are being introduced as part of a wider vision to create a wholly inclusive environment.

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Evaluation of Annual Progress towards the Flagship Project

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

The SEND provision has strengthened significantly under the newly appointed assistant headteacher (AHT) / SENDCo. The AHT has led planning in collaboration with a specialist school, with curriculum development support from the Phoenix Special Needs School. Planning meetings are held with parents in the summer term, followed by further reviews to ensure continuous dialogue. This co-produced approach has proven successful in building trust and clarity between home and school.

Previously, children from Years 1 to 6 were integrated within mainstream classes. Now, a bespoke curriculum tailored to the needs of the children is in place, underpinned by Phoenix's guidance. The curriculum is communicated clearly to parents and reflects a personalised, therapeutic and communication-centred approach. Quality assurance is embedded through planning scrutiny, book looks and assessments. The use of P Steps, now well embedded, ensures that progress is appropriately tracked. Teachers are responsible for maintaining assessment data, which is quality-assured through regular reviews.

Higher level teaching assistants (HLTAs) lead intervention groups and are supported by external professionals such as speech and language therapists. Training has been prioritised, including Team Teach training, which has led to a significant reduction in behavioural incidents. The AHT is also undertaking Team Teach trainer accreditation and the National Professional Qualification for Senior Leaders (NPQSL) with a focus on SEND leadership. Staff have received INSET on communication and sensory needs via Phoenix Outreach and there is regular support from Phoenix, including three to four visits per term.

Children in the provision have made substantial progress in their personal and social development. There has been a noticeable increase in communication skills, with children confidently using communication cards and core boards to make requests, such as asking for food and engaging in structured sessions like Attention Autism (Stages 3–4) and LEGO Therapy. Phonics support is targeted, with specific identification of sounds and matching interventions. Improvements in toileting and eating habits have also been reported.

Access to enrichment activities has been a priority, three children attend after-school clubs, including gardening and all children participate in school trips, including a full day in London involving multiple forms of transport. These opportunities promote inclusion and social confidence. Storytime sessions with mainstream classes further support integration and mainstream teachers have noted the positive impact on the children's development.

All staff working in the provision have received targeted training in communication and sensory strategies and Phoenix's eight-step assessment model is well-understood and implemented. Special books document children's progress and are monitored regularly for consistency and impact. The sensory environment, combined with consistent

routines and familiar adults, has created a space where children are happy and engaged in their learning.

2) To implement a bespoke thematic curriculum for the specialist provision

Bygrove School has made significant progress in the development and implementation of a bespoke thematic curriculum within its Specialist Learning Space (SLS), with strong support from Phoenix Outreach and collaboration across the trust.

The school has effectively liaised with the Phoenix Outreach Team and the Poplar Partnership to explore curriculum development opportunities and observe best practices in action. The Phoenix outreach teacher has provided tailored, ongoing support to the SLS team, including recent guidance on strategies to support children with proprioceptive needs. Collaborative planning with colleagues within the trust has shaped a curriculum that is responsive to the children's needs and reflects shared expertise. As a result, children within the provision have made clear and demonstrable progress throughout the academic year.

Staff training has been prioritised to ensure the curriculum is delivered confidently and consistently. A whole school INSET introduced Phoenix School's specialist resources and staff have since embedded these into their daily practice. Weekly team meetings planned jointly by the SENCo and HLTAs provide a structure for continuous professional learning and collaboration. Lunchtime staff who support the SLS have also been booked onto specialist training to deepen their understanding of communication differences, further promoting consistency across settings and transitions.

To ensure meaningful tracking of children's progress, the school has implemented the P-Steps assessment framework within the SLS and for children in the mainstream classes who are on the autism spectrum. This was supported by refresher training delivered by Phoenix Outreach staff. The assessment lead has ensured that relevant learning objectives have been uploaded to the school's assessment system, enabling progress to be rigorously monitored and evaluated. Importantly, this has allowed the school to measure impact using both P-Steps and the Engagement Model to plan appropriate next steps for learners' development.

A standardised planning format was introduced through collaborative work with another school in the trust. This format ensures clarity of learning intentions and adult facilitation. It has been refined through feedback from SLS staff and trust-wide quality assurance processes, including book looks and joint planning meetings. Staff have reported that the revised planning format has improved their confidence in delivering targeted, purposeful learning activities aligned with the children's needs.

Monitoring is embedded into the school's leadership structure. Leaders conduct regular learning walks (e.g. behaviour and environment audits) including book looks and the SENCo has a key role in evaluating the impact of provision. Interventions such as TACPAC are observed to ensure effectiveness and feedback is used to refine practice. This rigorous approach to quality assurance has resulted in a continuously improving provision.

3) To continue to maintain excellent attendance through attendance initiatives

At Bygrove school, the headteacher identifies attendance as a top priority and firmly embedded within the whole-school ethos. The school understands that good attendance is key to children's success and they maintain high expectations for every child. The headteacher mentioned in a discussion with the assessor 'Every day counts,' because it truly does.'

The school is proud to be first on the SEND attendance leaderboard within our trust. This is a reflection of their inclusive approach and the robust systems they have in place to monitor, support and celebrate attendance across the school.

The Home School Liaison Officer (HSLO), plays a pivotal role in supporting families with attendance. This is an open-door school and the HSLO is regularly out in the community, visiting homes and working closely with parents to identify and break down barriers. The HSLO leads our attendance panels, uses tools like the DEF attendance framework and ensures tailored support is in place for families in need. The school sends out regular attendance letters and communicates consistently with families.

The Headteacher is aware that the barriers to attendance are often complex. In many cases, there are additional challenges at home especially in the context of Tower Hamlets, where extended leave during term time is a recurring issue. Bygrove Primary has a zero-tolerance approach to extended leave, as this is not authorised and significantly affects children's learning. The school tracks attendance rigorously through inhouse systems, identifying children at risk and putting plans in place accordingly.

To overcome some practical barriers, a free breakfast club is offered to parents to ensure children have a positive start to their day and are on time. Celebrating good attendance regularly within the school includes extra playtime, ice lollies, cinema trips for 100% attendance and Easter eggs during the spring term. These incentives create a positive culture where children feel recognised and motivated.

Bygrove Primary also engages parents consistently and constructively. On the whole, parents understand and support the school's efforts. The school knows that social inequality plays a role, therefore steps are in place to combat the impact of unauthorised absence, especially extended leave because the learning loss is significant.

The school has made strong links with external professionals. Having a social worker based in the school has been invaluable supporting safeguarding, attending weekly inclusion meetings, contributing to CPOMS referrals and doing home visits when needed. For children with SEND, this joined-up approach has led to significant improvements in both attendance and engagement.

Agreed Actions for the Next Steps in the Flagship Project

1) **To develop high-quality sensory environments across the school, including the establishment of a dedicated sensory room planned to open in September.**

The school will arrange visits to other schools within the trust to learn from established good practice and inform the design and implementation of the new sensory room. Phoenix Outreach will provide support to advise on effective layouts, resourcing and the use of the space to meet a range of sensory needs. Parent meetings will be held to gather views and share information about how the sensory environment will be used to support pupils' wellbeing and regulation. Staff considerations, including training and deployment, will be planned to ensure consistency of practice. Resources and storage solutions will be carefully selected to maintain an organised, calm environment. An intervention timetable will be developed to enable structured access to the space while maintaining flexibility for children who need it throughout the day. In addition, the school will work closely with speech and language therapists and the educational psychologists to ensure the sensory provision aligns with the children's targets.

2) **To develop and embed consistent, high-quality practice in the planning and delivery of sensory interventions across the school**.

The school aims to further develop staff knowledge and understanding of sensory needs, with a particular focus on proprioception. The use of the sensory room has already supported staff in assessing children's needs and reducing dysregulation. Enabling children to return to class ready to learn and supporting the use of pre-emptive strategies. This has had a demonstrable positive impact across the school.

A range of targeted interventions are in place, including *What's in the Bag?*, TACPAC sessions and individual sensory profiles, which are discussed regularly in team meetings. Staff place a strong emphasis on really knowing the children through careful observation and identifying patterns of sensory regulation. To strengthen this practice further, the school plans to deliver additional training for all staff on sensory processing needs and effective intervention approaches, while establishing clear systems for communication between teachers and teaching assistants to ensure consistency and clarity around strategies used. Monitoring records systematically, including reviewing the consistency of delivery and the impact of interventions, will be prioritised alongside undertaking regular observations and providing constructive feedback to staff. Finally, intervention timetables will be reviewed and adapted on a half-termly basis to ensure they remain responsive to the children's emerging needs.

3) To improve punctuality and attendance for children with SEND by identifying and providing targeted support to address barriers faced by families.

Bygrove Primary School makes effective use of attendance data through the Insight assessment platform to analyse patterns of absence and lateness at both whole-school and individual pupil levels. This data-driven approach allows the school to identify children at risk of persistent absence promptly. These children are then discussed in weekly inclusion meetings, attended by the headteacher, family liaison officer, school

social worker and inclusion lead thereby ensuring a multi-professional response to emerging concerns.

There is a proactive strategy to engage parents in understanding their responsibilities and the importance of good attendance. This includes clear communication about new government guidance on attendance expectations and lateness. The school regularly reinforces these messages through its weekly newsletter, which publishes each class' attendance, maintaining a high profile around the importance of daily school attendance.

Positive reinforcement is embedded in practice through incentives such as the weekly attendance cup awarded to the class with the highest attendance and whole-school celebration events when all children are present on the same day. These strategies demonstrate the school's commitment to creating a culture where attendance is valued and recognised.

Where families face more complex barriers, the school facilitates supportive meetings involving parents, teachers, and the inclusion leader to identify tailored strategies, such as outreach support or adjustments to the start of the school day.

The school has also identified as a priority for the coming year further support for families whose children experience difficulties with sleep, hygiene and health problems linked to sensory needs. This includes signposting parents to external agencies, providing targeted workshops and holding internal information sessions to equip families with practical strategies to improve children's wellbeing and school attendance.

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Overview

During the meeting with HLTAs, including School Librarian Lead and Midday Meals Lead, it was clear that pupil leadership is actively promoted across the school, with a strong commitment to inclusion. Leadership roles such as library monitors, lunchtime dining helpers, zone managers, reading buddies, and school council members are made accessible to all pupils, including those with SEND and EA.

Roles are clearly defined, with visual aids, uniforms, and structured routines helping children understand expectations. Children apply for roles by writing about why they want to participate and even those who initially lack confidence are encouraged and trained. One example shared involved a child who was initially reluctant to engage but began taking pride in sweeping and tidying the dining hall, showing improved behaviour and a growing sense of responsibility. Older pupils in Year 5 and 6 are actively involved in the library, managing tasks like organising books, helping younger pupils find titles and maintaining reading logs.

Training is tailored, with support provided for communication and routine, and children are allowed to make decisions within their roles. The impact of leadership is visible in increased children's confidence, engagement and behaviour. Particularly among those with additional needs. The inclusion team regularly reviews roles for example, rotating dining monitors every 12 weeks to widen participation and children leaders are celebrated in newsletters each term. Children have also taken ownership of projects such as creating origami bookmarks and compiling author lists to broaden reading interests. Initiatives like the summer fair book giveaway show a strong ethos of inclusion and community sharing.

Breakfast club is available and used to target parents who need the support to keep up with good attendance. There are a range of activities available for the children from mark-making to lego activities.

The school demonstrates a deep-rooted culture of inclusion and compassion, where every child is known, valued, and supported. Initiatives such as the "Secret Acts of Kindness", a personalised poem written for the AHT, and a gratitude message displayed publicly by a family reflect the emphasis on empathy and emotional wellbeing. Assemblies, particularly sharing assemblies further embed these inclusive values across the school community. The use of social stories for trips and fidget boxes to support regulation show practical strategies that ensure pupils feel safe, prepared and respected. The school's commitment to monitoring all children, including those not on the SEND register but identified as vulnerable (e.g., PP children), is evident in SEND highlighting meetings.

The school's inclusive ethos is embedded through its physical environment, curriculum design, and community-focused activities. The "Magnificent Seven" school values are consistently reinforced in assemblies, classroom routines and displays. There is a strong sense of belonging fostered through legacy displays, such as the Year 6 wall, where photos of past pupils are shared to maintain their memory in the school community. Visual timetables, pictures on pegs and a total communication approach help children with additional needs navigate their day. The specialist class has its own dedicated

entrance, a calm routine, access to a hygiene room with a hoist and changing bed, ensuring dignity and tailored care. Tools such as the friendship bench, Zones of Regulation, and sensory spaces help children regulate their emotions. Inclusion is deeply embedded in the school culture and daily operations. There is no stigma around support, food donations from Phoenix and extra bread from Greggs are discreetly made available at the school entrance, reinforcing a non-judgemental and community-oriented approach. The specialist spaces exemplifies inclusion, where children with complex needs access both tailored interventions and mainstream classrooms, ensuring they remain part of the wider school community.

Leaders at all levels model inclusive practice and maintain a strong oversight of vulnerable groups. There is clear evidence that inclusion is driven strategically, with class teachers, SENCOs and Senior Leaders involved in termly discussions around the progress and needs of all children. Leaders are proactive in their outreach, offering initiatives such as the SEND parent group, providing food vouchers and collaborating with external agencies. Leadership also ensures that staff are equipped to support children through structured expectations, e.g., the requirement for teachers to write social stories ahead of trips. The leadership in the school is strong, the Headteacher understands her staff extremely well and plays to their strengths. There is a sense of staff satisfaction in every part of the school from the front office to the phase leaders and senior leadership team.

Leadership across the school is strong, visionary and rooted in inclusive practice. The Headteacher has a clear vision that is consistently reflected across the school. The Assistant Headteacher plays a multifaceted role (English, Inclusion, SENCo, PSHE, PE) and is recognised for her expertise and strong team relationships, despite being new to the role. Leaders at all levels, including HLTAs and support staff, take initiative for example, running gardening groups or leading year 5 boosters post-SATs. Leadership ensures inclusion is at the forefront of decision-making, such as addressing low boys' mark-making through targeted curriculum changes. The school is highly organised, with thoughtful routines and adaptations. Internal and external partnerships are well managed, including services such as Stephen Hawking Complex Needs, Phoenix Special School, NHS SALT and Teacher of the Deaf. Pupil meetings enable staff to reflect on children's needs collaboratively. The school operates a restorative and trauma-informed approach, informed by recent INSETs and external speakers.

Leaders are visible, approachable and consistently engage in evaluation through staff surveys and joint reflections. The HLTA leading TACPAC in the specialist learning space demonstrates deep understanding of the children's needs. She leads her team effectively, ensuring interventions are purposeful and responsive. Link Governors play an active role in school life, supporting fundraising, reviewing the Headteacher's report and maintaining strong governance links. Leaders show innovation and care, such as through the Amazon wish list included in newsletters to encourage community donations.

The curriculum is broad, enriched and reflects the diversity of the school. Children take part in exciting events such as Spanish Day (including dance), visits to the Shakespeare Theatre and national writing competitions. Notably, a group of focus children participated in the Young Writers competition and their work has since been published,

giving real-world relevance to their learning. Visual celebration, including photos on the wall, reinforces pupils' achievements and enhances engagement. Children engage with the natural world through a highly developed outdoor curriculum including mud kitchens, construction areas, ponds, and gardening (e.g., planting pumpkins, beans, potatoes, and cooking burgers on a campfire). Art galleries in corridors celebrate pupil work and creativity. The curriculum is inclusive and caters for holistic development, including physical, emotional, and sensory learning. The curriculum is enriched and inclusive, tailored to the needs of all children. The specialist learning space has a curriculum which includes sensory programmes such as TACPAC, communication boards, mirroring activities, and sensory stories. The space is deliberately low-stimulus, designed for focus and regulation, with minimal display clutter, careful use of tray covers, and child-height boards. The curriculum is holistic, focusing on both academic and sensory development, with thoughtful cross-curricular links.

Interventions are carefully planned, and all staff, including TAs and class teachers, are involved in monitoring impact. Referrals for literacy difficulties and dyslexia are consistent and there is a clear commitment to continuing this work. The curriculum and delivery are adapted responsively to support all learners, including those with SEND and EA.

Classroom practice reflects inclusive pedagogy. The school promotes talk-rich environments, especially in EYFS where children often arrive with low language skills. A focus on modelling and narrating during Development Days supports staff development. In nursery, rising threes are integrated thoughtfully with enhanced speech, sensory, and physical provision. There are easels and sliding boards for phonics work, reflecting adaptive teaching strategies. The Beanstalk one-to-one reading project and child-led biography projects help children see themselves reflected in their learning. Teaching is supported by clear visual cues, consistent routines, and well-maintained displays (e.g., vocabulary walls, people's voice, environment checklist, and non-negotiables). Teaching is responsive, child-centred and highly differentiated. Teachers also incorporate feedback from pupil voice questionnaires, adapting planning and provision accordingly. Staff are trauma-informed and responsive to children's social and emotional signals, enhancing the learning environment.

Assessment is not limited to academic progress but extends to identifying barriers to learning and inclusion. Pupil meetings provide a platform for staff to share insights about children's development and tailor next steps accordingly. In the SEND highlighting meetings, leaders and teachers reflect on each child, including PP pupils. Early identification of need allows for timely support. The school also uses referrals effectively, particularly for children with emerging literacy difficulties, ensuring sustained monitoring and response. Data-led insights, result in practical curriculum changes. Assessments are closely linked to planning in EYFS, with staff monitoring speech and physical development, particularly in light of acquiring extra funding from the local authority. SENAF-funded enhancements. In EYFS, the children's EHCPs are in their special books and these are linked clearly to the termly targets. The staff annotate the targets with observations and dates. Pupil voice is clearly evident in the books annotated with the linked dates. There is consistency in the books which shows the high expectations of the school.

The school supports positive behaviour through nurturing relationships and well-established routines. The emphasis on emotional regulation tools, trusted adults, and safe spaces demonstrates an understanding of behaviour as communication. Staff are attuned to children's wellbeing, ensuring support is proactive. Initiatives like ELSA, fidget tools, and emotional check-ins foster security and emotional literacy. Behaviour is positive and well-managed through nurture and consistency.

The behaviour in the playground is exemplary. Children are calm, articulate and respectful, with strong peer relationships and excellent role models. This is due to the variety of activities available for the children. The environment which consists of the living wall, green sensory gardens and bee-friendly spaces promote sustainability and wellness, reflecting the school's active role in improving the wider environment for children and the community. The assessor observed the children being engaged and working together.

There is shelter throughout the playground which means children can access it in all weathers. The physical design promotes active learning, with children accessing fresh air and sunlight through sliding doors. The playground is well-managed with zone managers, a timetabled pitch and quiet zones like the library and ELSA room. Behaviour support is proactive, including transition groups, Zones of Regulation and lunchtime regulation spaces. The Behaviour and Attendance Support Service (BASS) offers additional structured support to vulnerable children. Staff have been trained in restorative practices and trauma-informed approaches, which provide the emotional context behind behaviours.

Parents mentioned, there is great communication from the school. There is information about the curriculum, parents are provided with regular curriculum updates through leaflets and structured communication methods. These tools help parents understand what their child is learning and how support is tailored to their individual needs.

While parents spoke highly of the existing provision, there were discussions about funding and the need for the local authority to provide more for vulnerable children. Parents would also like to see more staff trained in the specialist learning space to further support children with SEND. Parents reported that the school offers well-structured and thoughtful provision for children with a range of needs, including autism, sensory processing difficulties and learning disabilities. They noted:

'The environment is inclusive and promotes individual growth'

Children have access to small group interventions, such as the Lego group, which has supported social development and peer relationships. Physical development and personal care needs are being met effectively. For example; Children are becoming more engaged in activities, there is significant improvement in social interaction and dietary variety.

Parents appreciated that the school promotes awareness and celebration of differences. There are opportunities for SEND and mainstream children to build understanding through: class-based peer activities, assemblies focused on inclusion and diversity including support for parents. The school offers a wide range of support for families,

including: SLS parent meetings, SEND parent group, coffee mornings, access to a social worker for targeted children. Parents value these opportunities to connect, share experiences and seek advice.

Parents are encouraged to "have your say" through forums with teachers and governors, creating a strong sense of partnership. There is also clear, accessible communication through newsletters highlighting community offers and holiday resources. There's an emphasis on two-way communication and creating opportunities for families to feel part of their child's learning journey. Funding has also supported initiatives to provide Chromebooks for home learning, strengthening the home school links.

The school runs workshops on relevant themes such as toileting, puberty, and SEND support, alongside regular events like the "We Belong" parent forum and the summer fair, which parents actively participate in.

Parents highlighted initiatives that promote inclusion beyond the classroom, such as: I Pad Partnership Projects, Summer Fair and Black Cab Journeys into the City

Camp Collaboration with Phoenix School. The school's outreach and partnerships are extensive. It works closely with services such as THREWS and benefits from the support of an in-school social worker who can refer families for short breaks, food support, and wider services. Transition support is strong, with adults accompanying pupils to secondary settings, ensuring continuity of care. The BAS transition programme supports vulnerable Year 6 pupils with travel anxiety and behaviour management as they prepare for secondary school.

The school proudly runs a uniform initiative called Sponsor Stars. This is an incentive for helping families access essential items with dignity and discretion.

It was a pleasure to see Bygrove Primary School in action over my 1-day review visit.

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: Ms Nana Akwa Akindele

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd