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 Isha John
Date of Review	29th June 2026
Assessor	Ms Lucy Cientanni

IQM Cluster Programme

Cluster Group	Quality First Network
Ambassador	Ms Debbie Shirley

Cluster Attendance

Term	Date	Attendance
Spring 2025	4th March 2025	Yes
Summer 2025	30th June 2025	No
Autumn 2025	7th October 2025	Yes
Spring 2026	3rd February 2026	Yes
Summer 2026	7th July 2026	N/A

The Impact of the Cluster Group

The INCO talks very enthusiastically about the impact of attending the Cluster group meetings. During the Autumn term meeting, the Cluster looked at the role of the SENCO and the idea that every member of staff is a teacher of SEN. In the past the INCO had been the sole member of staff assessing pupils for their SEN, but she has since built in opportunities for all teachers to collaborate with her and for sharing of necessary information.

The Autumn meeting at St. Helen's also looked at screening tools and Bygrove have chosen to take this further, buying software to support early identification of SEND needs. With this software comes the ability of individual teachers to screen any pupils about whom they have concerns, in this way children are identified much sooner, and support can be put in place more quickly. The INCO noted that the way St Helen's had talked about the use of screening tools had inspired her to investigate (and ultimately) implement these further. After a successful pilot in the Specialist Learning Space (SLS), the intention is now that these screeners will be rolled out across the school.

The Spring term meeting looked at an anti-racist curriculum, The INCO advised that, as a result, she came away with a heightened understanding of the importance of resources and had purchased some of the books recommended. The INCO was also impressed by the displays around the school, and she noted that this had been extremely helpful as it became the starting point that made her think even more carefully about the learning environment at Bygrove. As a result, the INCO reviews the displays around the school regularly and has developed guidance which is made available to all staff to consider when creating their displays.

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Evidence

- IQM Flagship Project evaluation and next steps documentation
- School Website and policies
- Ofsted report November 2023
- Examples of Sensory Profiles
- Book Looks

Additional Activities

- Tour of the school
- Meetings with the INCO
- Meetings with the Headteacher
- Meeting with parent
- Meeting with Trust Lead for SLS
- Intervention observation
- Meeting with HLTAs responsible for Pupil Leadership
- Meeting with Home-School Liaison Officer
- Music lesson observation (focus on transition from SLS to mainstream)
- Visit to the library and meeting with pupil librarians
- Meeting with teachers
- Meeting with School Council
- Meeting with ELSA TAs

Evaluation of Annual Progress towards the Flagship Project

Project Title: To foster a holistic, collaborative approach to identifying and supporting children's individual needs by strengthening partnerships between home, school and external professionals.

A major part of Year 1 of the Flagship Project was "to establish a dedicated sensory room." This has been carried out to a very high standard and is known as the SLS. The SLS at Bygrove caters primarily for specific key children, these children range from Year 1 to Year 6, and all have either a diagnosis of autism or are awaiting assessment. However, in order to ensure the reach of this project is not limited to the identified key children the SLS and all other sensory spaces across the school can be (and are) accessed by all pupils as the need arises. In this way Bygrove have been able to ensure the efficacy and reach of the project. The INCO noted that as a result of the opening of the SLS in September 2025, there has been a reduction in the number of incidents and the duration of dysregulation. In addition to the SLS, there are a wide range of "high-quality sensory environments" across the school, these include a dedicated EYFS sensory room and the outdoor offer where there is a mud kitchen, water tray and herb garden, all regularly accessed by pupils with sensory needs, as well as being available for all other children.

As there is a goal that SLS children will join in with their mainstream peers wherever possible and acknowledging the fact that any pupil could become dysregulated at any point, Bygrove has carefully considered the need for sensory spaces across the school. As a result, the ELSA room has been further developed as a sensory space and as this is situated just off the main dining hall where it can often be a calming supportive space for pupils during lunchtimes. In addition, the classroom environments have been carefully considered and include "calming corners", and every effort is made to ensure that displays are not too over-stimulating. The SLS is also used to support staff when developing sensory profiles, which are central to the project target of planning and delivering "high-quality sensory practices across the school." The success of this part of the project has been recognised and highly commended by Phoenix Outreach, which is the local special school outreach service. Phoenix Outreach have noted that the pupils appear "well regulated" and that this is due to staff having such a "comprehensive understanding" of the needs of each child.

The final part of the project for Year 1 was about improving attendance and punctuality for children with SEND. The school works closely with families to understand and dismantle any specific barriers to good attendance and punctuality. This work is spearheaded by The Family Liaison Officer and School Social Worker. They have worked hard to empower parents, holding workshops to support their understanding of emotional regulation and sleep support, as well as specialised sessions with Phoenix Outreach. There is a carefully thought-out system, and monitoring processes are rigorous with targets being set for all pupils and success being celebrated with high profile rewards. The school feels, rightly, that robust tracking systems, excellent knowledge of pupils, relationships with families and exciting rewards are all ensuring a more inclusive environment for all pupils and will continue to build on this in the coming years.

Agreed Actions for the Next Steps in the Flagship Project

Project Title: To foster a holistic, collaborative approach to identifying and supporting children's individual needs by strengthening partnerships between home, school and external professionals, second year.

The SLS will now be going into the second year and the INCO noted that it is an exemplar space for the rest of the school. Staff will continue to think about the ways in which environments can support children in their communication and learning needs and this project is clearly linked to the whole school improvement priority around Inclusion. Moving on from Year 1, the plan for Year 2 is to build on many parts of the project. For example, a HLTA has been appointed to take responsibility for further developing the outside spaces to ensure they cater even more for the sensory needs of the pupils, added to this is the aim of enhancing sensory provision in the after-school clubs, ensuring pupils are able to maintain emotional regulation across the course of a longer day. Another example of next steps will be to actively involve parents in co-creation of the sensory profiles which are so vital to gain a true understanding of the individual needs of each child. The profiles will then be embedded into each pupil's learning plans, allowing colleagues to tailor daily interventions and teaching.

One of the stated school values on the school's website is "collaboration" and working in partnership with families is just one of the ways in which Bygrove seeks to demonstrate this value. Close Home-School relationships are seen as fundamental to the success of the next steps of this project, and the co-creation of sensory profiles will be rolled out more widely across the school with all individualised learning plans being updated to include sensory needs and parental input. There will be an initial workshop to launch this work, and parents will be provided with sensory checklists to complete at home in order to ensure the school can better understand each child's sensory needs. There will be monthly coffee mornings to ensure that families have consistent access to the Home-School Liaison Officer for advice and guidance, as well as more targeted parental workshops based around regulation and ensuring that parents understand the educational language that is so often used in Individualised Learning Plans. The success of this will be tracked through attendance at workshops and parental voice surveys. The INCO advised that part of the next steps will also be to get pupil voice feedback and this is something that is being considered at the moment.

The INCO noted that all interventions and progress are assessed carefully and all assessment information will be kept on the Insight platform. Insight is an assessment software which allows all staff to access learning plans and other information relating to each individual child, tracking attendance and progression. It also gives important information regarding pupils' barriers to learning and strategies to support them. As teachers told the Assessor "The culture at this school is very much about questioning how we get rid of barriers, not just accepting that they are there and assuming we can't do anything about them." Interventions are also captured on Insight and reviewed every term by the member of staff leading that specific intervention. It is very clear to the Assessor that leaders, as well as the staff body in general, are passionate about and committed to this project, believing in it wholeheartedly. The next steps have been clearly thought out, and I have no doubt that it will be highly impactful to the whole school community. The Assessor hopes it is something they will also share with their IQM Cluster Group.

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Overview

Bygrove Primary School is located in the London Borough of Tower Hamlets and part of the LETTA Trust. There are 249 pupils on roll, and it serves a diverse multi-cultural, multi-faith community. This diversity is celebrated throughout the year, but one parent who met the Assessor spoke very highly of the "We belong at Bygrove" event at the start of the year, an annual celebration of different cultures and dress, enjoyed by all. There are 74 pupils on the SEND register, 30 with an EHCP and 52% of the whole school are eligible for Pupil Premium. Despite some challenging circumstances Bygrove is a thriving school and achieved an Outstanding grade at the time of the last Ofsted report in November 2023.

The vision on the school website is comprised of six promises to pupils; amongst other things they promise that they will "feel part of your community" and "learn how to get along with other people." Alongside the six promises the stated values are "compassion, respect, collaboration and ambition."

All of this is very evident, from the way leaders talk about practice at the school, to the staff who told the Assessor that "adults are expert in making sure every single pupil is included" and pupils who said that "everybody has the chance to speak" and it is clear that the whole school community understands they are learning and working in an inclusive environment. Another of the six promises states that the pupils "will love learning new things" and the staff explained how they strive to live up to this every day, sharing that they make adaptations to ensure all pupils can follow the curriculum saying quite simply, "This is just how we do things."

The Lead for Specialist Spaces in the Trust told the Assessor that, "it is a core part of our philosophy here to honour all forms of communication," and it is clear that communication is a key focus in the school. All classrooms have been deliberately developed to be communication friendly, with consistent displays, excellent use of widgets and objects of reference around the school to aid in transition. All classrooms have a calming corner and use Zones of Regulation/Colour Monsters, core boards with key vocabulary, and visual timetables.

When asked about the impact of the IQM, the INCO described the development of the curriculum linked to the School Improvement Plan. This has included the focus on scaffolding which has "been really impactful" with the use of task planners allowing the pupils to be much more independent, again linking to another of the six promises, that pupils will have "confidence and resilience." The Educational Psychologist has met with every class teacher to discuss strategies and there are lots of opportunities for partner talk to help develop oracy and communication skills further.

Another impact of the IQM described by the INCO has been the focus on assessment across the school, and all pupils are assessed carefully. There is a linear assessment in place but also a "steps" style assessment in order to ensure teachers and parents are aware of all progress being made by all pupils.

There has been a particular focus on oracy in the Nursery and Wellcomm has been used to assess pupils, it has proved very effective, providing tailored feedback with strategies to help the individual pupil progress. There is a new assessment every half term and parents are also advised on strategies to replicate at home.

The Assessor had the opportunity to observe an expertly led intervention in the main sensory room. The staff were kind, respectful and worked very hard to ensure pupils with very complex needs were able to take part. The Assessor also observed a music lesson, and it was a pleasure to see how pupils from the SLS were able to be integrated into this mainstream class. The music lesson itself was an excellent example of how music is being used in the school to ensure pupils are developing their thinking and communication skills as well as appreciation of the music.

ELSA is another key intervention led by well trained staff who spoke knowledgeably and confidently about ELSA and its impact. ELSA is available for any pupil identified in need and bespoke, SMART targets are set for them. Pupils respond really well to the programme and strategies are shared with class teachers to help support the progress made. Leaders plan to develop this intervention for more pupils to help give them vocabulary and strategies to identify their emotions and manage their day.

Forest School is a compulsory part of the curriculum for all pupils in Nursery and Reception. It ensures they are able to learn life skills, develop social skills as well as their oracy, communication and independence. All new staff are trained in leading Forest School activities, and it is especially important for those pupils who may not have an outdoor space at home.

There are clearly high expectations of all pupils in the school, and this was evident, not only in lessons seen, but also in exercise books, where it was very clear that all pupils have the same Learning Intentions and Success Criteria, but have different scaffolded tasks. Pupils told the Assessor variously that the teacher "explains work again if we're stuck" or "models what we should do, so we can work it out," and "he will prompt us with questions, "again fostering that "confidence and resilience" envisioned in the six promises.

The Ofsted report notes that pupils "thrive in this safe and welcoming school." This was abundantly clear during lesson drop-ins and observations, but the Assessor was equally impressed with the way Bygrove has helped pupils in their personal development.

The Assessor met with a Pupil Librarian running the school library. When the Assessor arrived one pupil was emailing overdue book reminders, another pupil was leading story time with younger pupils, whilst still more pupils were organising collections of books into different categories. The librarians were friendly, articulate and keen to explain the duty rotas they have organised and describe the assemblies they have led for the whole school in order to encourage all pupils to read for pleasure.

The Assessor also met with the Dining Hall helpers, all of whom were taking their roles extremely seriously and the outside Zone Managers, helping other pupils in the playground, making sure everyone had the opportunity to play and take part. It was a very impressive sight to see such young children taking charge of their school so

confidently and making sure they included all pupils in such important parts of the day. There is a team of Gardeners who enjoy the opportunity to learn to look after the environment, the garden is also used as a resource for pupils in the SLS and it has had a positive impact on their behaviour and helped them develop good working partnerships.

The Assessor met with the School Council who were very appreciative of the opportunities they had to meet with the Headteacher, leading assemblies and becoming official "greeters" in the morning, greeting pupils and parents – often in their own language to ensure everyone felt welcomed in the morning.

The pupils shared that they felt "safe" in the school and when asked what inclusion meant to them, they told the Assessor "Our school is very good at including everybody" and "everybody has a chance to speak."

The Assessor spoke with one parent who said that she "feels listened to at the school" and praised the home-school communication. She noted that her child had been very behind in their speech development and social skills but that "this school is perfect for (them)" and they are "doing great" as they are now starting to talk and make friends. The parent also noted that he had been included in mainstream lessons, as well as trips and other activities. The family is very appreciative and grateful for this.

There is a Home-School Liaison Officer in place in the school, who has developed excellent relationships with parents, leading the "Strengthening Families" course, holding coffee mornings with guest speakers and working to ensure excellent attendance. She works closely with all families and advised that there are the same high expectations of attendance for all pupils and barriers to attendance are explored in a supportive way. The Liaison Officer is rightly proud that attendance for PP and SEND pupils is always outstanding and that the whole school attendance is currently at 96.4%.

Parents are educated about the impact of poor attendance and the headteacher is also involved, along with the school based social worker. Parents are well supported through transition from Year 6/7 and there are transition workshops for Year 5 parents. The Liaison Officer will also work on a 1-1 basis with parents who have English as a second language helping them to fill in forms and particularly supports pupils with EHCPs through the transition process.

The school makes use of links with other professionals and agencies, all of which ensure inclusion is constantly at the forefront of its practice. These include Social Workers, the Speech and Language Therapist and the Educational Psychologist, as well as local organisations such as Poplar Harca and The Greggs Foundation.

Bygrove also has a link with the organisation "Connecting Communities" which provides devices for pupils and offers training in how to use it, educational websites and how to keep children safe online. The School Council leads the way in fundraising activities, raising money for charities and ensuring involvement in national events such as Red Nose Day and Christmas Jumper Day.

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Overall, the Assessor felt that there was a real sense of thoughtful, well-developed inclusion at the school, with leaders seeming constantly restless for improvement and further development for the benefit of all pupils.

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 Lucy Cientanni
Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH
Chief Executive Officer of Inclusion Quality Mark (UK) Ltd