



Inclusion Quality Mark (UK) Ltd

2nd February 2016

Ms Violet Otieno
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Keir Hardie Primary School
13 Robertson Road
Canning Town
London
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Summary

Walking into Keir Hardie Primary School is a delightful experience for an IQM assessor. The vision of the school is MAGIC, based as it is on **M**otivation for learning, a positive **A**ttitude, **G**umption when faced with obstacles, **I**ndependent thinking, and effective **C**ommunication. This vision is something one can really feel from the first moment one meets up with Keir Hardie professionals, parents and children.

The warm and inclusive ethos is undoubtedly set at the highest level, and my conversations with the Head Teacher, Governors, SENCo, and members of the Senior Leadership Team were inspiring. Nevertheless, the opportunity to watch staff at the reception desk, generously helping parents and visitors with their problems without making them feel silly, showed me that the ethos isn't merely located within pleasant internal offices. Thought for the individual is obvious in every area, from that reception desk to the well-designed classrooms, the impressive physical education areas, and the dining room, where even the youngest children are encouraged to make their own selection of a meal from the three options laid out as examples.

Teachers, teaching assistants and other staff members also showed me that everyone has this 'inclusive' and welcoming attitude, and that the encouragement of pupil and parent aspirations for 'real life' as an adult is really at the heart of everything Keir Hardie Primary School stands for.

"For our children it's really important what we do in school. Creating those inspirational WOW moments for them is really important ... Going to the theatre, going on the bus or the tube ... it really broadens their horizons. We also support parents with CV writing etc and their 'Route to Work'. Parents volunteer and then work in our school or go on to work in other schools."

At Keir Hardie older children have the opportunity to belong to 'The Brilliant Club' ("You should see how proud the parents are") or to 'The Children's University': "The thrust is to get children involved in things outside of school and to encourage parents to take children to

places accredited as ‘Learning Destinations ... It’s showing parents that learning doesn’t just happen at school.’”

The Head Teacher, governors, senior leadership team and staff body are undoubtedly united in their commitment to their children and families, all from a rich diversity of cultural and faith backgrounds. The school SENCo is clear about her feelings:

“Inclusion as a philosophy, in our school it’s what you *are*. It’s not something that’s *added* on! Violet, our Head, is really passionate about inclusion.”

As an IQM assessor I enjoyed my visit to Keir Hardie Primary School very much indeed. My thanks go to everyone who generously gave their time during the assessment, and especially to Sheila Symes the IQM Co-ordinator and SENCo who managed the significant quantity of self-audit work undertaken before the assessment, and then coordinated the two days of my visit with a generous level of thought. I wish I could include a comment about every area observed and every intervention discussed. I hope that the children, parents and professionals I met at Keir Hardie will understand that each of them contributed to a very positive IQM assessment outcome.

There are no areas requiring development before the Inclusion Quality Mark can be awarded however I have made some simple suggestions for one or two additional resources that the school might like to consider. I am of the opinion that Keir Hardie Primary School well meets the standard required by the Inclusion Quality Mark and would like to recommend that senior leaders and staff members should work towards the IQM accreditation as a Centre of Excellence.

Assessor: Sue Rush

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Assessor's Comments: Element 1 - The Inclusion Values and Practices of the School

Strengths:-

- The IQM assessor met a large number of professionals, children and parents whilst she was visiting Keir Hardie Primary. She was impressed by the uniformly caring attitude observed throughout the school, and some staff members who had been employed for many years were able to reflect on how the inclusive ethos had developed and improved over time: “When I first started eighteen years ago we *were* inclusive, but special needs children were taken out of class a lot. It was the culture of the time. We had no teaching assistants ... then there were *teachers*' assistants, not *teaching* assistants ... We changed the way we looked at children and this changed the children ... When they start here they are very different – they haven't been 'Keir Hardied' yet. Keir Hardie children are very welcoming, very warm. It *is* the philosophy of the school.”
- It is clear that the Senior Leadership Team, members of staff and Governing Body all share the same inclusive philosophy, and that staff members have been carefully chosen as people who want to work in this way with children: “When we take them out we feel so much pride ... they are 'actively well behaved'. We don't have quiet passive children. Here the children are enthused and engaged in their learning. It's quite rare.”
- At Keir Hardie School there are pupils from a variety of truly diverse backgrounds and with the full range of needs, including some with significant levels of difficulty and disability. Staff members are clear that their role is to prepare pupils for adult life after school: “We are all about inspiring the children and trying to give them the same opportunities that any child might have. We talk a lot about aspirations and the skills-set of every lesson is about how we will see them through.”

Suggestions for Development:-

In terms of inclusion values and practice, the school already has development planning in place regarding reviews of (a) the Equalities Duty document and (b) the effectiveness of TA deployment in the school as part of the Maximising the Impact of Teaching Assistants (MITA) programme at the Institute of Education (University College London). There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.

Assessor's Comments: Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- Keir Hardie Primary School has a state of the art, purpose-designed modern building, opened just two or three years ago. Corridors are wide and the school building has been built to fulfill every aspect of the Equality Act in terms of accessibility. Full use is made of all the teaching and additional spaces, with the daily whole-school, small-group literacy lessons taking place in every small area imaginable! Large, mounted and brightly coloured photographs of pupils decorate the corridors and really show the diversity of the Keir Hardie community.
- At Keir Hardie even the dining room is part of the inclusive learning environment and celebrates the MAGIC of Independence. On the days of her visit the IQM assessor ate tasty lunches and watched older children taking on special roles and younger children making their own selections from the three available options. Tables are covered with jolly blue and white tablecloths to reflect the school colours.
- Keir Hardie Primary has a small but well set up sensory room for use by children who need this type of experience. One child in particular enjoys this type of sensory learning very much and he and his teaching assistants make good use of it.
- Displays in classrooms and around the school reflect an inclusive curriculum and celebrate pupils' achievements and the multi-cultural and multi-faith make-up of the school roll and staff body. Parents are welcomed in and on the day of the IQM assessment were certainly not backward in introducing themselves and really giving their opinions in a most vibrant way.
- The school has interactive Smartboards in every classroom, and in several other areas where presentations, lessons or small group work may take place. There is a range of computer software and hardware including iPads and other hand-held and personalized ICT resources.

Suggestions for Development:-

In terms of the learning environment, resources and ICT the school already has development plans in place regarding a review of the use of outdoor space and extra nursery classroom to improve provision in EYFS, also the development of staff practice in order to maintain and build on the high standard of display. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following reading scheme has been used effectively in another IQM school where there are individual learners who have found it difficult to access reading in any other way. It may be of interest:-

- Rainbow Readers are graded books for children, teenagers and adults with a reading age of five years and above. Each book comes with activities and audio support in the form of a CD recording of the story. The children learn to read through the 'real books' method of following the text whilst listening to the story. This scheme may be particularly useful for children with visual memory and whole-word skills, as well as any learner who likes to be responsible for their own learning www.rainbowreading.co.nz.

Assessor's Comments Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

- During her visit the IQM assessor was particularly interested in the ways in which Keir Hardie teaching staff understand the 'big picture' of how the development of parental aspirations really impacts on child success: "We help parents to fill in forms ... One of the things that really works well is the Parent Workshops led by our Family Support Worker. It's learning on a different level ... We've put on workshops for many years, particular groups, particular languages. Now we just do it for everybody. They're really well attended ... Sometimes parents volunteer, then they might begin to work here ... We have a teaching assistant Level 2 course on offer through our children's centre. Later we can recommend people who we trust."
- Keir Hardie has a celebratory culture that supports all children's achievements and this helps to motivate them to succeed academically. The staff are well aware of their vulnerable groups, that is those children who find it most difficult to attend school or study effectively. Additional support is directed toward those who need it most, whilst ensuring that those who are more able, academically gifted or talented in some area of the arts or sport are also able to access something provided especially for them. During the IQM assessment the assessor particularly enjoyed watching the specialist skill of a coach as she worked with one extraordinarily flexible gymnast.
- The range of sporting and other physical activities open to Keir Hardie children is broad and caters for tastes of all kinds. The school site has limited grounds but full use is made of flat rooftop areas and children support each other and enjoy the success of their friends.
- Staff members are excellent models of the behaviour expected of pupils and special efforts have been made to engage staff members who relate especially well to the groups represented in the surrounding area. The Head Teacher, governors and SLT invest in staff as they are the school's most important resource: "The best thing about working here is the teamwork and communication with teachers. We stay for planning meetings. We're all involved. They got me qualified as a school business manager. I have *so* much professional development. The support comes from the top and everyone has faith in everybody ... I've just done British Sign Language. I did Signalong and really enjoyed it but now I can support parents at target-setting meetings ... On parent evenings some of us who speak other languages stay. Between us we have thirty-seven languages!"

Suggestions for Development:-

In terms of learner attitudes, values and personal development the school already has development plans in place regarding the 'Headstart' resilience programme, which was initially run by an external provider but which will now be brought 'in house'. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.

Assessor's Comments Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- There is a comprehensive system for tracking attainment and progress over time and the value-added data provided indicates that although Keir Hardie Primary School is situated within an area of need, teaching methods are successful. Staff members are well aware of those children who find it difficult to succeed and if there is any doubt about the value of interventions, then evaluations are undertaken: "Our Pupil Premium children do really well, in fact better than our non-Pupil Premium children."
- Staff members who have been at Keir Hardie for any length of time are proud to be able to say that in the main children leave the school with the ability potential to succeed: "They come back and tell me that they've just got their degree!"
- The success of interventions is reviewed regularly and this informs the planning of changes. Sometimes those interventions relate to literacy and numeracy or some other area of academia, and sometimes it's those other things that underlie academic success: "Sometimes school is just a small part of it ... We have loads of success stories. I've been working with one family for three years and I've seen them come a long way. I'm still working with them to see the light at the end of the tunnel. ... We work where we see the needs are. If it's not part of my job, I signpost and network with other professionals. I think we have a strong team here – Everyone has a different area of expertise."
- At Keir Hardie there is a belief that intervention for good outcomes at the end of Key Stage 2 should begin as early as possible, and should include working with parents of children who are not even on roll yet. Learning opportunities offered to parents are designed to impact on the success and comfort of the family as a whole, and on the learning experiences of the children in particular.

Suggestions for Development:-

In terms of learner progress and impact on learning the school already has development plans in place related to the review of the impact of Inspire Maths on the attainment and progress of all pupils, also the development of teacher skills in assessing, using Target Tracker to track skills and inform planning for progress. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following is something seen in another school. It may be interesting:

- The London Academy for Music and Dramatic Arts (LAMDA) has graded individual and group examinations in various practical disciplines of oral communication, public speaking and performance, which can be used to support the development of confidence and self-esteem. There are even graded examinations for the EYFS or for children with significant levels of SEN, where the basic level consists of talking about a favourite object to a LAMDA assessor whilst sitting with a 'friendly adult'. LAMDA examinations can be continued on into the secondary phase of education and the higher grades equate to additional GCSE passes (www.lamda.org.uk).

Assessor's Comments Element 5 - Learning and Teaching

Strengths:-

- The IQM assessor spoke to a number of staff members representing all areas of the school. These professionals were all really enthusiastic to be part of such a forward-thinking organisation, valuing very highly the opportunities they have been given for career development.
- The senior leadership team monitors the quality of teaching and learning and the whole staff body really celebrates the success of individuals who have struggled against the odds. During a learning walk it was obvious that both staff and children are used to senior leaders visiting them on a regular basis and asking them how they are doing.
- Mornings at Keir Hardie are devoted firstly to ability-grouped whole school literacy, followed by whole-school maths. Small groups are taught by teachers, TAs and LSAs and a large number of adults are deployed. Lesson planning shows evidence of whole class lessons differentiated for the needs of groups, also named individual children.
- Every part of the school visited was well ordered and busy, with interested and engaged children, nevertheless it became obvious very quickly that at Keir Hardie teaching and learning often takes place out of school, in museums and sports provisions, and that no child is financially excluded: "We learn Spanish – We took the children to a local Spanish restaurant – They had tapas and had to order in Spanish!"
- At Keir Hardie staff and senior leaders understand that within a truly inclusive school not every child must be in the large classroom 100% of the time. Teachers, teaching assistants and visiting professionals work well together. Lorraine, a Deputy Head Teacher from a school nearby has written a book, *Five-a-Day Maths*, 'to give parents tools to support their children' and has also trained Keir Hardie staff: "She has very practical ideas." In a telephone conversation Lorraine was clear that everyone had really taken her ideas on board: "The thing is that when they take something on, they *really* take it on. They really enjoyed the training – They're very receptive." Later Lorraine sent the IQM assessor the evaluation forms completed after the training. All were extremely positive.

Suggestions for Development:-

- In terms of learning and teaching the school already has development plans in place related to the grading of all teaching as good or better and to continuing professional development for staff, prioritising teaching assistants, also for phase and differentiated staff meetings. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following may be interesting when European travel is again possible: In terms of extended learning some schools utilise British Council-sponsored Commenius projects to 'help young people acquire basic life skills and competencies for their personal development, for future employment and for active European citizenship' through once-in-a-lifetime sponsored visits for children (www.britishcouncil.org/commenius.htm).

Assessor's Comments on Element 6 - Parents, Carers and Guardians

Strengths:-

- The IQM assessor spoke with parents during the school day and is extremely grateful to them for giving her their time. Parents and carers are encouraged to come to training sessions on a range of supportive topics and to all meetings where their child's learning may be discussed. Planning for transition to secondary school begins as early as it needs to where individual children or families have specific needs.
- As the IQM assessor was arriving at the start of her assessment, she was engaged in conversation, by a father who was interested to know the purpose of her visit. Within a *moment*, and completely unprompted, the father began to tell about the positive impact of Keir Hardie School on both his children and his whole family, describing his children's desire to come to school "even during holidays."
- Other parents and carers were very happy to speak to the IQM assessor and were really appreciative of the opportunity to describe the various types of support and training they had been given: "The way they are really inclusive – I would really praise the school. It's not one individual who sorts things out, it's a real team effort. Some children have emotional trauma that really impacts their behaviour and learning. Staff are quick to come forward. It feels like a partnership."
- "I know that every time I send an email or come into the school I can speak to someone ... I've had experience with other schools, and it hasn't been so positive. I'm really WOWed!! ... They listen so parents come. It's a friendly environment here."
- "They look after his medical needs ... Every year they do the training, and I come too ... When he started here he had only one friend, now he has LOTS of friends ... Every time, the school is there to help. You know where to go when something happens ... It's not just the children with special educational needs, it's *all* the children."
- "I moved my daughter from another school. She's quite advanced and they just weren't meeting her needs. Whenever we spoke to a teacher there was a wall of resistance. It's quite different here ... My children are energetic and they're challenging that with gymnastics ... They're a very special team here, there's a MAGIC about them! They recognize a child's ability and they know which child needs a challenge."

Suggestions for Development:-

In terms of parents, carers and guardians the school already has development plans in place regarding the further development of opportunities for volunteering and the engagement of more parents in weekly Parent workshops. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded. The following are merely suggestions that may be of interest:-

- Where adults have difficulty in reading to their children, for whatever reason, recorded books as MP3 CDs can be usefully loaned. Sources of supply include Listening Books (www.listening-books.org.uk or www.soundlearning.org.uk). This is a London-based

charity for those who find it ‘impossible or difficult to hold a book, turn its pages or read in the usual way’ and it provides an economical audio library service, to both schools and families. There are CDs and also titles that can be downloaded directly to an iPod or other portable player, or listened to live through internet streaming.

- In recent years some schools followed ‘ASSET’ OCR-accredited modular courses in home languages (speaking, listening, reading and/or writing), with both pupils and their families, with successful completed modules leading to GCSE and A Level points. These courses were particularly useful for celebrating the skills of children and adults recently arrived in the UK, however they are no longer available. Instead the OCR website (www.ocr.org.uk) contains a downloadable document (Asset Languages Alternative Qualifications) with a list of other individualised bodies providing similar training in a large range of community languages. It might be interesting to think about whether parents and children would be able to study together.

Assessor's Comments Element 7 - Governing Body and Management, External Accountability and Support

Strengths:-

- During the two days of the IQM assessment the IQM assessor was able to speak to both the Chair and the Vice Chair of the Governing Body, The IQM assessor is very grateful to both for making time within their busy working days.
- It was obvious that the governors are very appreciative of the ways in which their school engages both children and families: “The vibrancy of this school is something I never witnessed as a child. We recognize and embrace challenges in terms of background and otherwise ... We feel the school is very adept at accentuating positives for every child.”
- “Sheila, the SENCo, has done a *very* good job in getting the school lined up to support children ... Where do we go from here? We aspire to be ‘outstanding’ in terms of Ofsted, but whatever Ofsted says, we are improving the lives of *all* the children and maximising the benefits of what we have.”
- Governors are highly aware of the direction in which their school is moving: “ We have reports from Sheila on staff training, the remit of people, and of any special care put in place. So far I feel that there have been challenges, but that the SLT, SENCo and teaching staff really step up to the mark.”
- Health authority and local authority officers are often at Keir Hardie, and this includes an allocated speech and language therapist and, as necessary, physiotherapists and occupational therapists.
- Staff members are very clear about their positive feelings for the head teacher and SLT. The SENCo is extremely well respected and she and her team of TAs bring a range of skills to their work. Assistants see the SENCo very much as an approachable professional and spoke of her in really warm terms: “She is amazing at her job and in what she does for people. She helps if you go to her with a difficulty. She’ll give you the resources and planning time. She *fight*s for her TAs!”
- Similarly, senior leaders are very appreciative of their staff calibre: “During the selection process we include classroom support and observe the way candidates interact with people. The induction is about school ethos ... I think that’s the package that means that our staff settle in really well.”

Suggestions for Development:-

In terms of the governing body and management, external accountability and support, the school already has development plans in place regarding the recruitment of additional governors with specific skill sets, including inclusion, also cross-school moderation of children’s work to support staff in their professional development. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded.

Assessor's Comments on Element 8 - The School in the Community

Strengths:-

- During the IQM visit the assessor became well aware of the activities mentioned earlier in this report, offered in order to bring families and the extended school community together. Educational and other activities support families in the education of their children, but also support parents in terms of their own employment/career progression. One person pointed out to the IQM assessor that usually it is parents who positively affect their children, however at Keir Hardie it may well be that after time the successes of children will impact on parents: "The greatest satisfaction you can have is in supporting children to change their family life, to help their families. Becoming a school governor is the *best* thing!"
- Social and celebratory events at school are attended by parents, families and other members of the community, some of whom are also staff members and governors.
- The school uses community resources and class trips out into the wider community to support the curriculum and also the development of the individual: "I didn't know anything about Fairtrade until I came to an assembly ... We are outside school, helping people ... Sometimes we go to other schools and combine our ideas ... It created a strange effect but it ended really well ... We went to the Town Hall and we got to socialize with people from other schools."
- Both staff members and children see their involvement with the community as a 'long game': "I want to be a PE teacher like Mr Mohammed, because he really inspired me to get into sports. He's an *exceptional* teacher ... I want to be a lawyer. I have a lot of confidence and I really like helping people ... I want to be a gymnastics teacher. When I'm in gymnastics I really like helping other people ... I wouldn't mind being a successful athlete, a successful business woman, or a lawyer ... I want to be a doctor. You can save peoples' lives. It's not just about money. You've helped someone."

Suggestions for Development:-

In terms of the school in the community the school already has development plans in place regarding the development of clubs open to the local community (evenings and weekends), also the Children's Centre as an Outreach Centre linked to a hub, thus extending its 'reach area.' There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded. The following is merely a suggestion that may be of interest:-

- Mathletics (www.mathletics.co.uk) is a UK-based online mathematics games website, advertised as being 'used by more than 10,000 schools world-wide' and as covering 'all UK national curricula from KS 1-5, including the curricula for excellence'. On a weekly basis, pupils can pit their mathematical wits against other successful children in the UK, but also in countries as diverse as Saudi Arabia and Australia.