



Assessor's Evaluation for the IQM CoE Award



School Name: Keir Hardie Primary School
13 Robertson Road
Canning Town
E16 1FZ

Head/Principal: Violet Otieno

IQM Lead: Rebecca Woodhall

Date of Review: 2nd March 2022

Assessor: Julia Ridley

IQM Cluster Programme

Cluster Group: Quality First Network

Ambassador: Rekha Bhakoo

Date of Next Meeting: 18th March 2022

Next Cluster Group Meeting Focus: The Use of Interventions in different settings.

Sources of Evidence during IQM Review Day:

Meetings and discussions were held with:

- Headteacher.
- IQM Lead, Assistant Head for Inclusion, English Coordinator, Attendance, ECT Coordinator, Behaviour, SENCO.
- EYFS Phase Leader.
- Prefects- two Year 6 pupils.
- EAL - four pupils.
- Deputy Head.
- Learning Mentors.



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- School Counsellor.
- 4 pupils- mixed ages- Prefects, School Champions, Lunchtime Helper.
- EAL teacher.
- Assistant Head – Curriculum.
- 4 Subject Leaders.
- Zoom call with Assistant Head for EYFS.
- Parents.

Additional activities

- Tour of the school/ learning walk by two Prefects.
- Lesson observation of an EAL lesson.
- Lesson observation of an Attention Autism session.

Summary of Targets from 2020-2021

Keir Hardie's targets from the previous year were based on the school's focus of meeting pupils' needs and building confidence of subject teachers.

Target 1: Monitor and track progress of EAL pupils once they transition back from intervention into class.

- The establishment of 3 EAL groups to learn specific grammar and oracy for mid-phase admissions has enabled pupils to access learning within the classroom whilst developing confidence and competency with English.
- The school has seen evidence of DfE Code 3 pupils becoming more independent and applying taught strategies within the classroom.
- DfE Code 1 pupils are developing confidence in class and speaking more to adults and peers.
- Improved tracking of pupils who are new to English with clear base-line data.
- The school are monitoring EAL groups delivered by Learning Support Assistant - pupils are acquiring both functional and conversational language.
- Language Enrichment Group's work with a focus on the specific teaching of vocabulary enables pupils to access learning across the curriculum. Home languages are valued and enable pupils to access all areas of the curriculum.

Target 2: Incorporate and apply Speech and Language strategies within classroom practice.

- Colourful Semantics is being used throughout the school but particularly to support pupils in the lowest 20%. It enables application of SALT recommendations, supporting pupil learning in English. There is now evidence of colourful semantics in English planning and foundation subjects. Speaking prompts are used in all classes - with colourful semantics prompts and all staff have received colourful semantics training delivered by 2 AHT.
- SALT bespoke Adult-Child Interaction training and lesson study for all EYFS staff has taken place. The Assistant Head has led the project which has been impactful regarding children's progress.
- KS2 Lego therapy/Zones of Regulation to support understanding of feelings and emotions.
- Learning journeys in all subjects reflect the use of enriched vocabulary and pupils use these to explain learning.

- Staff have undergone CPD on developing use of Tier 1 & 2 vocabulary and strategies to teach pupils to develop understanding

Target 3: To develop Subject Leaders confidence and capacity to lead strategically.

- Fortnightly and Termly meetings to coach and mentor Subject Leaders are now taking place. The idea of termly tasks for Subject Leaders has been introduced.
- Subject Leaders have been given time to develop learning journeys and outline progression of skills.
- All Subject Leaders have formulated 3-Is (Intent, Implementation, and Impact) for their subjects.
- Subject Leaders have signed up to the relevant accredited bodies for their subject as well as signing up to The National College platform to support with training.
- Subject Leaders are supported by external consultants to develop their leadership skills.

Target 4: Monitor the impact of Bounceback: Learning Mentor & School Counsellor support to promote wellbeing and resilience.

- Pupils who have participated have become more resilient and learnt strategies to support emotional regulation.
- Pupils who have left school, have participated in a Bounceback programme, and have presented to the whole school in July - highlighting the impact the programme has had on them and how they are still applying the skills taught in adolescence.
- Baseline SEMH assessments for the pupils with Learning Mentor support - enables tracking from the baseline.
- Learning Mentors using 'No Worries' by Dr Sharie Coombes (Psychotherapist) to support nurture groups and exploring feelings with specific pupils.
- Learning Mentors have facilitated a 'Champions' group for pupils who have previously completed the Bounceback sessions in Year 5 and continue to show resilience in Year 6 - the 'Champions' support their peers on the playground with resilience and resolving problems.
- 10 pupils have access to the School Counsellor and have weekly 1:1 sessions.
- PAWs B sessions have been introduced into Key Stage 1.
- Wednesday Mindfulness Club - focus on feelings around change and transitions.

Flagship School Project Title:

Removing barriers and inspiring excellence for all - every day is filled with MAGIC

(To continue raising aspirations and diminishing barriers through enriching the curriculum, educational visits, workshops, working with experts and specialists)

Outline of Project:

The aim of this project is to remove barriers for all stakeholders in the school - pupils, staff, parents, and the local community. The impact of Covid, as well as being situated in an economically deprived part of Newham, means that as a school they are working harder than ever to ensure their pupils are able to compete on a national and global level. The project aims to not only to develop pupil academic skills, but also to the holistic child (emotional, physical, and social), regardless of their starting point (developing cultural capital). The aim is to not only support the pupils, but also to provide targeted support for members of staff, parents/ carers, and the local community.

Target 1: Improve Basic Skills for all pupils (reading, mental arithmetic, spelling and handwriting.)

- Quality First Teaching following effectively planned learning sequences outlining progression of skills.
- Interventions target basic skills Reading for Fluency, handwriting practice, mental arithmetic, spelling strategies - explicit teaching, colourful semantics, grammar.
- Narrow the gaps for PPG pupils - through differentiation, interventions, and financial support for learning outside of the classroom (clubs, educational visits, workshops.)

Target 2: Develop a multi-sensory approach across the curriculum for pupils with ASD and complex needs - including developing oracy/adapted texts.

- All staff to have an understanding of the SCERTS framework and use to assess pupils with ASD.
- Use information from SCERTs when planning for pupils with ASD.
- Inclusion Team and English Lead to review the English Long-Term Overview and ensuring the texts are both culturally and socially inclusive.
- Inclusion Team to support teachers to begin to write sensory stories themselves – with support from Complex Needs Service.
- All Subject Leaders to develop the learning journeys to have multi-sensory links.



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Target 3: Develop oracy across the curriculum (see below for this developed further.)

- Use of SALT strategies.
- Embedded Widgeo and colourful semantics.
- Develop oral rehearsal in literacy.
- Empowering pupils to have a voice.
- Providing opportunities for, debating, public speaking, drama, and role-play.
- Providing opportunities for children to develop their listening skills through conversation.
- Promoting small group and class discussions on specific topics/areas of the curriculum.
- Providing opportunities to speak in front of a larger audience, for example during an assembly, presenting their learning to parents.
- Giving the children the opportunity to speak to unfamiliar people with a real purpose.
- Explicit vocabulary teaching in all subjects

Target 4: A commitment to provide outstanding provision for pupils with social, emotional, and mental health needs.

- Promoting SEMH - whole child is ready to learn.
- Mindfulness (Paws B.)
- Use of School Counsellor.
- Develop pupil leadership - supporting students - Sports Leaders, School Council, Prefects, Librarians, Lunchtime Helpers, Green Ambassadors, secondary school work experience (returning students.)
- Learning Mentor support.
- Parent workshops run by members of staff.
- Metacognition staff training - building resilience for pupils regarding their learning.
- Workshops run by professionals.



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- Develop use of restorative behaviour principles - staff supporting students to develop SEMH (staff supporting pupils.)
- Termly safeguarding training for staff - understanding the signs of pupils who have emotional and mental health needs.

Target 5: To become a community hub to support families and the local community.

- Find out what parents want and need from the school in order for them to be better able to support their children.
- Use of PTA to make links.
- Use of children centre to support families.
- SALT to provide workshops for families and be a supportive link for families with pupils on the pathways.
- Make links with health professionals (dentist/doctors) - to give early help support.
- Parent workshops to upskill parents - can links be made with services to support employment?

The Impact of the Cluster Group

Although the sessions had to be online due to the Covid pandemic, the IQM Lead did find them useful. Most sessions were about people's responses to Covid and different strategies that had been developed in a short time frame. A good discussion took place with a secondary school about baseline assessment and information that they got from primary schools. It was useful to hear the differing viewpoints. The IQM Lead is looking forward to being able to go back to face-to-face cluster group meetings.



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Overview

Keir Hardie school is a very welcoming and inclusive school that works tirelessly to ensure that all pupils achieve well and enjoy their learning. The inclusive vision was ever present throughout the day, even evident in the organisation of the visit as pupils were given the opportunity to speak, in collaboration with school staff, about each of the previous year's targets and give their opinion on the school's progress. The focus on inclusion starts from 0-3 years in the Children's Centre, which starts the Keir Hardie journey for families.

The Senior Leadership Team are passionate about Inclusion and put it at the forefront of all policies and decisions. The Headteacher, Deputy and Assistant Heads are a strong, cohesive, hard-working team, who lead by example. This moral purpose was also apparent in Middle Leaders and all staff in the school. The school respond well to the school's context providing a free breakfast club as well as organising a walking bus to help parents who find it difficult to get their child to school on time. The extensive range of after school and lunch time clubs as well as residential trips are free for all pupils.

The two Year 6 Prefects who conducted the tour of the school, were rightly proud of their school and their knowledge of the curriculum, the premises and the displays were very impressive. They spoke articulately and with great enthusiasm about all the opportunities that have been given to them by being pupils at Keir Hardie school. They are a credit to the school and show how much the role of Prefect has developed their confidence within the school setting.

Behaviour for learning is exemplary. All pupils who spoke to the assessor were polite and eager to explain their views of their school and why it is so special. A group spoke about their roles as Prefects, School Council members, School Champions and Lunchtime Helpers. They were articulate, speaking with pride about their school and the importance of their leadership roles. They reflected on how much they enjoy assemblies, where adhering to the MAGIC rules and gaining a certificate means that you can choose a special reward.

Personal Development work is outstanding with staff having a thorough understanding of the pupils' emotional needs: a School Counsellor works with pupils two days a week, and an artist in residence has helped support the pupils to produce beautiful, thought-provoking displays. A Covid poetry display helped the pupils to express their views about the pandemic. During the pandemic, staff worked tirelessly to ensure that all pupils' needs were met. Learning Mentors are highly valued by parents too.

Four pupils, who had little to no English in September, were able to hold a conversation about how much their language skills have developed and how much they enjoy their sessions with their EAL teacher. This group of children now teach English to their own parents yet still understand that their home languages are valued. A parent spoke about how she couldn't thank the school enough for the support and dedication they had shown her children to make sure that they learn English as quickly as possible on entry at the school. She appreciated the additional online learning during lockdown and the hard work of the EAL teacher.



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The EAL teacher was observed introducing three young children to the vocabulary around rooms and furniture in a house - functional key vocabulary that was pitched at their level. They were enthusiastic and smiling throughout the session, testament to the welcome and attitude of staff.

The building is modern, airy, and purpose-built. The school vision is displayed in all classrooms and is lived by all the children who have an annual input into its development.

Good use is made of space with the roof garden being used by Years 4 and 6 as their playground. Daffodils and crocuses, grown in planters, help bring nature to this urban setting. It is a valuable resource for Autistic pupils who enjoy having gardening lessons in the greenhouse.

Displays are all linked to the curriculum and are of a high quality, supported by the external art specialist who works with the pupils to make and design beautiful 3-D structures and creative art work.

Several displays demonstrated the special weeks that the school had held during the last year such as Refugee Week, Rights Respecting Week, Anti-Bullying Week - the ChildLine phone number was mentioned by the Prefects so they know where they can go for help.

The inclusive nature of the school is apparent in every interaction that staff have with pupils, as well as the timetable of activities that is offered to all, according to their specific needs.

"Let's get moving" sessions to help pupils with Autism regulate each morning, books in pupils' home languages and school funded residential trips for Year 9 to Wales are just a few examples of this inclusive ethos in action.

It was a pleasure to watch an Attention Autism session, delivered by a highly skilled specialist. The pupils were fully focused on the session and got a lot of enjoyment out of the multi-sensory activities. The teacher was ably supported by her support staff.

The newly appointed EYFS Phase Lead is passionate about inclusion and showed, through the wide range of activities and the work that pupils had produced in their special books, that each child's needs are met. Reading to a teacher once a week as a minimum is already having an impact and staff feel that they have a deeper understanding of each pupils' learning needs. The Assistant Head for EYFS spoke about the Adult Child Interaction action research project, run in collaboration with the school's Speech and Language Therapist, which staff have embraced, and the training sessions and reflection of staff is now showing an impact on pupils' progress.

High-quality adult interaction is the main driver to foster progress. Each intervention is carefully considered and tailored for each individual.

The school has made sure that all pupils have their needs met by providing specialist staff such as a School Counsellor, a Speech and Language Therapist, Learning Mentors, a



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specialist artist and drama teacher to enrich the children's experiences and develop their learning.

Learning journeys have been developed for each subject using the mnemonic "Keir Hardie" to ensure that lessons are effectively sequenced. Subject Leaders have developed a very inclusive and exciting curriculum that meets the needs of all learners. They have worked collaboratively, using new technological advances such as Google Slides and Google Docs so that they can work together in real time and make progress swiftly. Subject Leaders spoke about how they have become more confident about their subjects, how they are encouraged to explore CPD opportunities and stretch the children.

Class teachers feel that the support from Subject Leaders means that their workload has been reduced and they are given more explicit plans than previously.

The school is outward looking and has links with other schools where staff network and support each other in their subjects for example, the History Lead works with the Newham Network of History Teachers and the Science Lead has started work on the Primary Science Quality Mark.

Reading has a high priority in the school. Physical copies of books are kept near displays so children can find them in the well-resourced library to maintain their interest in different topics and extend their reading skills. Phonics and reading for fluency take place each morning and children who need additional symbol support use and understand widget symbols.

The final meeting was with a parent of a secondary aged pupil who was keen to explain how his son is now using strategies and resilience skills that he learned at Keir Hardie to help him navigate the transition and the effect of lockdown on his mental health. This is a real testament to the valuable work on inclusion that the school does, and it demonstrates long lasting impact on the children's lives.

This is a Year 3 Centre of Excellence review. The school continue to be a very inclusive Centre of Excellence school with a very committed staff team and pupils who are a credit to the school. They would like to be considered for Flagship School status and I endorse this wholeheartedly. It has been a pleasure to visit the school.

Assessor: Julia Ridley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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