



Assessor’s Evaluation for the IQM Flagship Project



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

Head/Principal Ms Violet Otieno

IQM Lead Ms Rebecca Woodhall

Date of Review 21st March 2024

Assessor Mr Ralph Silverman

IQM Cluster Programme

Cluster Group Quality First Network

Ambassador Ms Debbie Shirley

Next Meeting 22nd May 2024

Meeting Focus To be confirmed

Cluster Attendance

Term	Date	Venue	Attendance
Summer 2023	4th July 2023	Carpenters	Yes
Autumn 2023	8th November 2023	Little Heath	Yes
Spring 2024	28th February 2024	Keir Hardie	Host

The Impact of the Cluster Group

Carpenters:

- Interesting to revisit trauma-informed practices and have challenging conversations around them.
- Looking at different interventions such as therapy and timetables has been useful.
- Looking at SMART targets and how to build them with online packages.
- Wellbeing work was useful to see.
- Time in rather than time out – useful phrase to think about.

Little Heath:

- Curriculum design and access for Special Educational Needs and Disabilities (SEND) looking at a Pathway model.



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Evidence

Meetings with:

- Headteacher.
- Assistant Headteacher (AHT) – Inclusion Leader.
- Deputy Headteacher.
- Three parents (with a staff interpreter).
- School Counsellor.
- Four teachers.
- Two Learning Mentors.
- Three Teaching Assistants (TAs).
- 14 pupils (prefects, School Council members, Digital Leaders, Green Team, Librarians, Sports Leaders, Champions, Lunchtime Helpers).
- Parent Governor (telephone conversation).

Additional Activities:

- History book look.
- Art book look.
- Tour of the school conducted by three prefects.



Evaluation of Annual Progress towards the Flagship Project

Target 1:

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

- Basic skills are timetabled in every year group and linked to the needs of each cohort.
- Basic skills are taught daily – focusing on handwriting, spelling and arithmetic.
- Application of basic skills is evident within written work.
- Emphasis is on Quality First Teaching (QFT) and the teaching slides have resulted in a greater consistency of teaching and learning.
- Basic skills provision is mapped out carefully to meet the needs of each cohort – with a focus on declarative knowledge.

Target 2:

Develop a multi-sensory approach across the curriculum for pupils with Autistic Spectrum Disorder (ASD) and complex needs - including developing oracy/adapted texts.

- The Speech and Language Therapist (SALT) has provided Continuing Professional Development (CPD) for the whole school to develop the provision for pupils with ASD. She has supported staff with Intensive Interaction, using core boards, ShREC and Zones of Regulation.
- She has designed specific programmes for individual pupils.

Target 3:

Develop oracy across the curriculum.

- Within the last academic year, oracy has developed within the curriculum.
- Foundation subjects explicitly link to vocabulary and oracy – with explicit lessons to research and present findings.
- Lesson structures include sentence stems and pupils use specific vocabulary that they are taught.
- Developing oracy starts within Nursery – Early Years Foundation Stage (EYFS) begin the talk for writing journey, with oracy at the heart.
- SEND learning journey has an emphasis on developing communication and language.

Target 4:

A commitment to provide outstanding provision for pupils with Social, Emotional, and Mental Health (SEMH) needs.

- Further develop SEMH so the whole child is ready to learn.
- Weekly Mindfulness assemblies and Mindfulness Club (Paws B).



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- The School Counsellor has had more meetings with parents and used her according to needs on a case-to-case basis.
- More pupil leadership roles – Sports Leaders, School Council, Prefects, Librarians, Lunchtime Helpers, Green Ambassadors and secondary school work experience (returning students).
- Rainbow room created to support SEMH and Emotional Literacy Support Assistant (ELSA) interventions.
- Parent workshops run by members of staff including subject leaders.
- Metacognition staff In-service Education and Training (INSET).
- Workshops run by professionals – Zones of Regulation.
- Restorative behaviour principles embed.
- Termly safeguarding staff training.

Target 5:

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

- Sought parent's wants and needs for them to be better able to support their children.
- Used the Children's Centre to support families.
- SALT provided workshops and individual consultations for families and has been a supportive link for families with pupils on the pathways.
- Made links with health professionals (dentist/doctors) – to give early help support.
- Worked with the Felix Project to provide free food for all families.
- Held more community celebrations, e.g. Carnival, Summer Fayre, Winter Fayre.
- More parent volunteers working across the school.
- Parent reading every Friday, e.g. coming in for Heritage Week.
- Increased parental engagement for class visits,



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Agreed Actions for the Next Steps in the Flagship Project

Project Title:

Inspiring excellence for all - every day is filled with MAGIC.

Target 1:

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

- QFT following effectively planned learning sequences outlining the 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 Pupil Premium Grant (PPG) pupils – through adaptive teaching, interventions, and financial support for learning outside of the classroom (clubs, educational visits, workshops) map out basic skills and link to PPM.

Target 2:

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

- Use information from SCERTs when planning for pupils with ASD.
- The Inclusion Team and English Lead to review the English Long-Term Overview and ensure the texts are both culturally and socially inclusive.
- SEND foundation subject learning journey – SEND pupils access five key drivers for the foundation subjects with support from Complex Needs Service.
- All Subject Leaders to develop the learning journeys to have multi-sensory links and to be able to articulate the needs/provision of SEND pupils in their subject.
- Education, Health and Care Plan (EHCP)/Individualised Education Plan (IEP) template developed to support tracking of small-step progress.

Target 3:

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

- Use of SALT strategies.
- Embed Widgit and colourful semantics.
- Develop oral rehearsal in literacy.
- Empower pupils to have a voice.
- Provide opportunities for debating, public speaking, drama and role-play.
- Provide opportunities for children to develop their listening skills through conversation.
- Promote small group and class discussions on specific topics of the curriculum.
- Provide opportunities to speak in front of a larger audience, for example during an assembly and presenting their learning to parents.
- Give the children the opportunity to speak to unfamiliar people with a real purpose.
- Explicit vocabulary teaching in all subjects, Embed ShREC Education Endowment Foundation (EEF) within EYFS.



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Target 4:

A commitment to provide outstanding provision for pupils with Social, Emotional, and Mental Health (SEMH) needs.

- A second Learning Mentor will be ELSA-trained.
- Zones of Regulation to be rolled out throughout the whole school. To develop the use of the Zones as a targeted intervention.
- Multisystemic Therapy (MST) worker Child and Adolescent Mental Health Service (CAMHS) to deliver SEMH interventions to upper Key Stage 2 (KS2) pupils and work with targeted parents.
- School Counsellor to deliver transition, mindfulness programme with Year 6 pupils to aid secondary transition.
- Movement and Turn-Taking (MATT) group aimed at supporting pupils with ASD and low levels of communication to develop turn-taking and waiting.
- To develop Lego Therapy.

Target 5:

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

- To achieve the Gold Standard in the Healthy Schools Award – 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?
- To develop the outreach work – curriculum and SEND.
- To further develop parent networks and build relationships with each other – link with life skills – themed coffee mornings.
- To put on My Parent Workshops run by the SALT.
- To further develop links with the Felix Project.



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Overview

Keir Hardie Primary School is in the London Borough of Newham. It is in an area undergoing regeneration with mixed social and private accommodation. It is close to the busy A13 which is a main artery into Central London. Although parts of London are currently experiencing falling rolls, Keir Hardie has 452 pupils and is full. There are 14 children with an EHCP and 82 on the SEND register. Although the River Thames is not far, many children have not visited many of the sites of London. The school feels it must show the children its rich history and diversity. If the school is graded as 'Outstanding' the Headteacher would regard this as an accolade for the whole community.

The Governors fully support the inclusive ethos at Keir Hardie. They understand that encouraging this approach to education has helped the school and its community to thrive. They come in for learning walks to deepen their understanding of the curriculum. They ask intelligent questions and ensure that the leadership continues its quest to improve the provision it offers. They feel valued and part of the team and ensure that the staff receive praise and thanks for their hard work.

The leadership team have created a curriculum which is rich, ambitious and balanced yet personalised and serves its community. They want their children to be confident and proud. The staff reflect this diversity and models confidence and pride. They ensure children master techniques and that the learning is progressive. They deepen the children's vocabulary in all subjects and encourage them to become critical and independent thinkers.

The number of SEND children is high. All new-to-school children receive a home visit so the EYFS staff identify needs as soon as possible so actions can be implemented quickly. Their biggest challenge is that a few parents are sometimes in denial of their child's SEN but the highly trained staff immediately start building relationships and soon mutual trust develops. Parents are invited into EYFS and see how other children behave and soon recognise if their child may have certain needs. There is a link worker for every new child. During the first two weeks of each school year, staff spend time getting to know their children after which the full curriculum begins.

The staff feel valued and part of a family who all enjoy working here. There has been INSET on staff-wellbeing. They know they can speak to the leadership team anytime to discuss ideas and share concerns. Many staff have been here for some time, some of whom started by being Midday Assistants and have been recognised by leaders as having particular talents and potential. Some are now TAs and teachers. They are encouraged to use their initiative and are proactive. There is mutual respect. One member of staff said, 'Leaders listen.' All staff are known by their surnames. They have received high-quality training online from the National College. The quality of teaching is monitored through learning walks, book looks and planning. Staff see this as an opportunity to grow and improve.

Because there is such a wide variety of SEN at Keir Hardie, there are many interventions on offer including, Bucket Time, Reading Gladiators, Let's Get Moving, Lego Therapy, Mindfulness and much more. The School Counsellor works with eight children one-to-one. She is currently working with Year 2, teaching them mindfulness and helping them



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to understand and regulate their emotions. TAs pre-teach some children who then enter lessons better prepared. The aim is to get the best from all pupils. With that in mind, the learning mentors invite certain children to join friendship, behaviour, self-confidence and nurture groups, giving them a safe place and supporting their emotional wellbeing. The Learning Mentors work alongside the families who value this support.

There is a wide variety of enrichment activities offered to the children. The school is proud of its large greenhouse on its roof where they learn to plant and grow a variety of seeds. Here they learn to care for and nurture plants and love seeing their results. The artist Kelvin Okafar came in to inspire the children who then saw an aspirational future for themselves. The artwork displayed throughout the school is of high quality. There are waste plastic sculptures and coral reefs encouraging sustainability. Mexican Folk Art, Heritage Week, British Values and a History of the World display all help to stimulate their minds. The Rainbow of Possibilities celebrates their differences and similarities.

A Big Question is posed every Monday in assembly to help deepen the children's understanding of global issues, e.g. Is Fashion Important? Ofsted looked at the adaptive curriculum and how SEN was catered for and was impressed with how the Curriculum Leaders were able to discuss the inclusivity of the school.

The children explained the MAGIC values as they appear throughout the school (Motivation, Attitude, Gumption, Independence and Communication). They described how the marking system helped them make progress and they knew their targets. They like the various rewards that are offered including, certificates, Star of the Week, Friendship Fridays at the end of each month, house points and attendance awards. The library is open at lunchtime and they are encouraged to write book reviews. They like the choice of clubs on offer. They believe that the sanctions system is fair and described the stages from one, which is a warning, to five, which is restart when the parents are contacted. Pupils are surveyed and their views are heard. They all know the Childline number and their five trusted members of staff with whom they could discuss personal issues. Safeguarding is a high priority here.

The staff ensure that the children are offered many opportunities to extend their learning away from school. There are residential trips to Wales and Fairplay House, visits to Excel, Canary Wharf, City Hall, The Imperial War Museum, The London Aquatic Centre, The London Stock Exchange, Mudchute Farm, Hoxton Hall Theatre, the Guildhall Art Gallery and the Science Museum. Some made presentations at KPMG as part of their World of Work studies. The Eco Team won the Greenflag Award for their Community Garden and sheep have been shorn on the school playground.

Parents are encouraged to join class visits, especially those whose children have SEN to see how beneficial they are. Parents said how pleased they were with the communications between home and school, especially the Class Dojo system. Parents will know instantly if their child has received a reward. This is an excellent way to know what is going on and upcoming events and to be able to converse with a member of staff. They can speak to them before and after school, in the playground and by the door. Learning Mentors and the School Counsellor are usually visible and available. Some have enjoyed the parent workshops and surgeries. They appreciate the extra



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support their children receive through booster and after-school clubs. Some have been helped by being signposted to outside agencies. The Children's Centre plays an important role in supporting families. Many staff members translate for parents whose English is less well-developed. They love coming in to help at the Winter and Summer Fayres. They said that any concerns they have had were dealt with quickly and efficiently. Some families which have been rehoused elsewhere still bring their children here because they know that the quality of care is exemplary.

Keir Hardie Primary School is enclosed by apartments on all four sides but the school is a major part of this community. It involves families whose children may not even come here. The choir sing in local residential homes and the Felix Project helps provide food for vulnerable local families. A local toy company provided toys for over 100 children. During Heritage Week all cultures are represented and the whole community comes together for Carnival. The school teaches the children to look beyond this community to support others elsewhere in the world; it raises money for Children in Need, Red Nose Day and the Royal British Legion.

The children and families who attend Keir Hardie are fortunate to have this facility on their doorstep. This school does not shout about its brilliance but gets on with modestly delivering it every day. One child said that, "our Headteacher is our conductor". She has brought together a dedicated team of talented and professional people who form a caring family nurturing its young people.

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: Mr Ralph Silverman

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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