



Assessor's Evaluation for the IQM CoE Award



School Name	Alexander McLeod Primary School Fuchsia Street Abbey Wood London SE2 0QS
Head/Principal	Mr Mohammed Mustafa
IQM Lead	Mrs Jennifer Bailey
Date of Review	8 th December 2022
Assessor	Angelina Adrien

IQM Cluster Programme

Cluster Group	Four Seasons
Ambassador	Pauline Roberts
Next Meeting	N/A
Meeting Focus	N/A
Cluster Attendance	N/A

The Impact of the Cluster Group

The Inclusion Consultant left before the end of the last academic year; no Cluster Group meetings had been attended.



Assessor's Evaluation for the IQM CoE Award



Evidence

- Revised Individual Education Plan (IEP) template
- Completed examples of IEPs
- Pupil case studies
- Feedback from Educational Psychologist (EP)/Speech and Language Therapist (SALT)/Autism Spectrum Disorder (ASD) Outreach
- Olive classroom
- Progress data
- English as an Additional Language (EAL) register and proficiency levels with priority children identified and language analysis
- Pupil referral form
- Little Wandle Rapid Catch-up interventions.
- Provision map examples
- Curriculum overview, Long-Term Plans (LTP) and Medium-Term Plans (MTP) showing diversity/inclusion
- Example of newsletter with book recommendations
- Challenge Partners' review (2021-2022)
- Enquiry-Based Learning (EBL) review report
- Examples of pupil passports/one-page profiles

Meetings held with:

- Headteacher
- Assistant Headteacher with responsibility for Inclusion
- Special Educational Needs Co-ordinator (SENCo)
- IQM Lead
- Pastoral Lead
- Chair of Governors
- Learning Support Assistant (LSA) Dyslexia support
- Class teachers
- Science Lead
- Assistant Headteacher with responsibility for Curriculum
- Special Educational Needs (SEN) Governor
- Educational Psychologist (EP)
- Autism Spectrum Disorder (ASD) Outreach
- Speech and Language Therapist (SALT)
- Parents
- Junior Governor



Summary of Targets from 2021-2022

Target 1:

To further involve parents and carers of 'vulnerable' children in their child's learning.

Intended Outcome

All parents and carers of vulnerable children will be aware of their child's targets and what they can do to support their child.

Following on from their last review, the school revised their Individual Education Plan (IEP) format to ensure that it is clear for everyone to understand. Class teachers complete the IEPs with the Special Educational Needs Co-ordinator (SENCo) prior to parent's evenings, where they are shared with parent/carers. IEPs are reviewed termly.

Parents of children attending the Dyslexia Gold intervention have been invited in to observe their child interacting with the programme. This has had a positive impact on the parents and children. This allowed parents to understand what the Dyslexia Gold programme is and how to engage in the programme with their child.

A parent explained that parental engagement is excellent. There is an opportunity for parents to speak to the staff who run the Hub provision daily as well as their class teacher. Parents are provided with a contact book in which their child's 'catch me' target is shared with them. Parents of children in Pear are met termly as part of their plan, do, review process. They can, however, speak with Pear staff daily.

The school offer a range of workshops: a dyslexia workshop that offered practical tips and strategies to parents, an anxiety workshop, a supporting behaviour workshop and a managing emotions workshop. Evaluations completed by parents identified further areas of interest and the school is currently liaising with their contact at the Mental Health Support Team (MHST)/other external partners to support delivery of these.

Towards the end of the last academic year, the school ran a workshop called, 'Language Acquisition in Early Childhood'. This provided clarity for some parents with regards to stages of language development and offered additional support to EAL parents. The school is currently hosting an English as a Second Language (ESOL) course and has organised a Functional Skills English course. In addition, the school also offers Parent Gym, which includes practical sessions covering a variety of topics such as care, behaviour and discovery. The rationale behind offering these workshops is to better equip the parents to support their children to meet their set targets and to ensure that their child maintains good mental health and makes positive behaviour choices.



Assessor's Evaluation for the IQM CoE Award



Next Steps:

- Re-evaluate the schedule for coffee mornings to promote better attendance.
- Jointly host ASD parent workshops with the ASD Outreach team.
- Further parent workshops delivered by MHST.
- Fully implement the new EAL programme.
- Increase the number of parents attending the ESOL/English courses to improve their English language skills and the support they offer their child/ren.
- Consider move to an electronic provision mapping system that enables one-page child profiles that can be accessed by parents electronically.

Target 2:

To ensure that English as an Additional Language (EAL) pupils (not those new to the country) are making, at least, good progress.

Intended Outcome

EAL pupils who have been with us for at least two academic years will be making, at least, 'good' progress and the academic gap will be closing.

The school has a comprehensive understanding of the different languages spoken by the children in each year group. The school has a dedicated classroom, Olive class, where EAL interventions take place; it is also a room where the children can celebrate their cultures. The EAL Lead carries out regular check-ins with the EAL children. Book scrutiny and discussions take place between class teachers, the Senior Leadership Team and the Assessment Lead about supporting and assessing EAL children. Children who have been on roll for two academic years form part of a data group that are tracked to monitor progress.

To support children's development of the English language, the school uses visuals alongside text in classrooms and around the school; children have access to dual language books. The school has a strong team of bilingual staff who can support pupils and families, as required.

The Headteacher and Senior Leaders are part of Challenge Partners. The Headteacher attends the Challenge Partners' hub meetings where EAL has been identified as a focus area.

Next Steps:

- New EAL programme to be fully implemented.
- EAL cross-school training with hub schools.



Assessor's Evaluation for the IQM CoE Award



Target 3:

To ensure all children have a strong understanding and respect of each other's differences.

Intended Outcome

- **To ensure the curriculum explicitly promotes the values of inclusion.**
- **Any instances of bullying/racism/homophobia (or other prejudices) are dealt with quickly and effectively.**

Over the past year the school have undertaken a thorough review of their whole school curriculum. They have implemented a 'windows and mirrors' approach to planning across the curriculum; staff are encouraged to consider how children will see themselves reflected as well as gain insight into the lives and experiences of others. The children have lots of opportunities to go on educational trips; the aim of these trips is to further promote mutual respect and understanding through shared experiences. An example of this in action is that year groups often plan to visit different places of worship in the local community. The Religious Education (RE) Lead has established meaningful links and relationships with different faith leaders to facilitate this and pupil voice, following these visits, is extremely positive. As part of their newsletters each month, the school identifies and recommends books for each key stage that promote diversity and inclusion. They have held several events such as 'Light up the sky' and 'Feast of Eid' that actively promote and celebrate different cultures. These events have been extremely successful, attracting large numbers from the school community.

As part of the Personal, Social, Health and Economic (PHSE) curriculum, children develop their understanding of each other's differences. This is further enhanced through the school's values and inspiration assemblies. In a recent assembly that was delivered to promote Dyslexia Week, dyslexic pupils felt confident enough to speak in front of their peers about the intervention they have been attending to address their learning gaps, which further boosted their confidence. In an assembly about Hajj, the Headteacher and another member of staff spoke about their own personal experiences which supported pupils in gaining further understanding of differences and promoting diversity in the workforce.

The school has worked hard to ensure consistency, when dealing with any behaviour instances. The school has tightened their behaviour steps' chart and Behaviour Policy to ensure that it was clearer for all (including pupils) to understand and to ensure that staff were aware of systems in place for reporting incidents. To maintain a positive school climate which is inclusive of all, the school uses a restorative approach to deal with any behaviour issues,

To further promote prevention of racism, all staff attended an IN-Service Training (INSET) day focused on anti-racism, delivered by professional external providers.

Next Steps:

- Anti-bullying training INSET day



Assessor's Evaluation for the IQM CoE Award



Target 4:

To ensure that differentiation is embedded across the school.

Intended Outcome

All children will be able to access learning at their level and therefore make good progress.

At Alexander McLeod they are fortunate to be able to run two hub provisions. Pear provision was opened in response to a number of children who were finding it extremely challenging to access mainstream teaching and learning due to a significant delay in their social communication and language skills and to support those with a diagnosis of Global Developmental Delay. The provision is a highly modified learning environment and utilises a bespoke teaching approach. Pear class staff work closely with outside agencies to ensure that they are clear about all children's starting points and future goals. Children's learning is personalised to develop their language and social communication skills to a level where they can transfer these to their mainstream class. Similarly, the Hub provision is designed to create a bespoke learning environment which focuses on enabling children with executive functioning difficulties and/or Social, Emotional and Mental Health (SEMH) needs to thrive and make progress. Staff in the Hub work together with the children to help them address gaps in their learning and aim to ensure that their SEMH needs are met, using targeted interventions and more personalised support.

Children diagnosed with dyslexia and those with suspected dyslexia attend the Dyslexia Gold intervention where they are supported with additional aids, where relevant, to support their learning, for example, dyslexia-friendly dry wipe boards and assisted technology, for example, a pen reader.

Staff at all levels have received Continuing Professional Development (CPD) on The Code of Practice, mastery in learning and effective strategies to use to ensure that learning is being retained and links being established. They have also received CPD on adapting teaching to respond to the strengths and needs of all children including knowing when and how to differentiate using approaches which enable pupils to be taught effectively. The school uses the enquiry-based learning model to teach the curriculum, which helps to ensure a 'no child left behind' approach. All children are part of the collaborative learning team of the class and teachers work hard to ensure expectations of outcomes are adapted to suit the needs of individuals, where appropriate, so that children can still achieve in wider areas of the curriculum, even if they face barriers in reading and writing.

To further ensure that the needs of pupils are being met, the school streams in maths and guided reading in Key Stage 2 and phonics in Key stage 1. Interventions are also scheduled across all key stages utilising the strengths of staff. The school works closely with external partners, such as SALT and ASD Outreach to support staff, parents and children to understand the needs of the children and identify ways to overcome barriers, recognising the vital part that parents also play in this.



Assessor's Evaluation for the IQM CoE Award



In order to provide smooth transitions and continued support for pupils, staff make use of pupil passports and one-page profiles. These contain valuable information about vulnerable children, including strategies and resources to best support them and details of external agencies involved. These are shared as part of a scheduled handover meeting towards the end of the academic year.

Agreed Targets for 2022-2023

Target 1:

To implement and monitor a new EAL support programme to ensure good progress for those, for whom English is an additional language.

Target 2:

To further develop monitoring so that there is more of a focus on inclusion groups by leaders at all levels.

Target 3:

To further raise the profile of neuro-diverse conditions such as Attention Deficit Hyperactivity Disorder (ADHD), Autism Spectrum Disorder (ASD), dyspraxia etc. with the whole school community.

Target 4:

To further improve the links with parents of children with lower levels of SEN needs, that is, not Education, Health and Care Plan (EHCP) or intended EHCP.



Assessor's Evaluation for the IQM CoE Award



Overview

This is a nurturing school, in an area with immense challenges. The children are safe and are the continuous focus of the staff.

Alexander McLeod is a large, three-form entry school, situated in Abbey Wood, Greenwich. Alexander McLeod currently has five hundred and eighty pupils on roll, serving the diverse catchment area of Abbey Wood. Approximately one third of pupils are disadvantaged. The proportion of pupils with Special Educational Needs and/or Disabilities (SEND) is above the national average. One half of the pupil population comes from families whose home language is not English. The School Development Plan (SDP) is on display around the school for all to see.

Alexander McLeod staff, throughout the assessment, discussed and showed evidence of how they provide a dynamic and vibrant environment where every child acquires a high-quality education. All children, staff, parents and the wider stakeholders feel valued and listened to.

Inclusion is at the top of the agenda at Alexander McLeod Primary School. Leaders have carefully planned the curriculum in terms of what the children need to learn which means that, by the time the children leave Alexander McLeod, they will have acquired the knowledge, skills and understanding in key areas of the curriculum.

Inclusive practice comes naturally within Alexander McLeod and all learners access a high-quality education; professionals are passionate and understand the school's ethos and ensure that all pupils achieve and any barriers are removed. There is a strong commitment to promote inclusion for all learners. It was clear that the people make Alexander McLeod Primary School special; they talk passionately about the inclusion journey they are on. The school has developed impressively strong working relationships with a wide range of professionals, creating strong partnerships.

The Inclusion Lead has recently been appointed into her role; within her many roles, she oversees SEND, EAL inclusion, pastoral care and behaviour. She did a fantastic job in leading this IQM inspection. The Inclusion Lead was able to articulate the needs of the children and how the school promotes inclusion and is refining the systems that her predecessor had set up. She understands that the school must move with the times and recently introduced an online EAL programme which was greatly received by the children.

In response to the varied needs of the children, the school has developed an excellent range of intervention strategies, which it continually refines and evaluates. There is an absolute determination to break down barriers to learning and to enable children to access the provision. The school offers a range of interventions; I observed a phonics intervention taking place and a Dyslexia Gold intervention too. The school buys in an art therapist, speech therapist and has Teaching Assistants (TA) trained as Emotional Literacy Support Assistants (ELSA). The school works closely with their outreach service and the local behaviour school.



Assessor's Evaluation for the IQM CoE Award



The school recognised that a lot of children had SEMH needs and could not fit into the mainstream school setting. There were not enough special school places for children with SEMH needs within the borough to attend so the school opened their own 'provision'. "The school wants to do their best for the children, they want them to achieve everything that they can possibly achieve."

I met with the Autism Spectrum Disorder (ASD) Outreach, the Educational Psychologist (EP) and the Speech and Language Therapist (SALT). The school aims to meet the speech, language, literacy and social communication needs of all pupils by providing individual, group or classroom-based support, depending on the needs of the child. The EP is in the school almost one day per week. The EP explained that, "inclusivity is very strong here; it is never just about the child themselves, it is always about working with the family. The school considers the family circumstances". The school has invested a lot of work in helping the children feel that they belong. Teachers have had training to make them more reflective on how children who are in the Hub or Pear class feel when they come back into their main classroom; making sure that the children feel that they are still part of the school community, even though they spend time in the Hub or Pear class.

The school has been on a journey with the curriculum, completing a lot of work to ensure that they are covering the national curriculum objectives and that the children are able to distinguish between when they are being taught geography and when they are being taught history. There is a lot of evidence of inclusivity in the curriculum. Whilst planning lessons, there are discussions round 'windows and mirrors'; the school gives the children not only an opportunity to see themselves and their peers reflected back at them but also an insight into lived experiences which are different from their own. The school uses high quality inclusive core text. The school is now thinking about the topics that they are teaching; teachers are encouraged to think about what else was happening at that time in the world, for instance, if the children are studying World War II, to think about other countries in the Commonwealth and what they were doing during World War II. Teachers are teaching the children the skills to help them to become both critical thinkers and more inclusive, by looking at bias in the media. "The teachers are driven to make sure that their children achieve and that they see themselves in the world that they live in."

The school looked closely at the needs of the children and noticed that the children's language skills, retention of learning and independence, especially in the lower year groups, was undeveloped. From this, an enquiry-based learning approach was introduced to the school. The sessions are designed to be a very rich language-learning environment, to develop inquisitive minds while forming educated opinions. The idea of the approach is about learning over time and no child is left behind. The whole class becomes a collaborative learning team.

I went to Pear provision which is a highly structured, small group provision with a high ratio of staff to pupil which reflects their high level of need. I observed the children undertaking a range of activities with a focus on social, communication and language skills. I observed an integrated approach in the Hub; the children in the Hub were working on activities, the same as those being taught in their mainstream class but, in smaller groups. This ensured that even though the children were in the Hub, their



Assessor's Evaluation for the IQM CoE Award



curriculum was not narrowed. This is seen as a short-term intervention and the aim is to get the children back into their mainstream class when they are ready and are equipped with all the skills they will need to cope with being back in their mainstream class.

Displays around the school are purposeful while being very neutral and calming. Classroom displays show the current topic. Displays are consistent around the school. Each class, for example, has an enquiry display which maps the learning journey. This is referred to during lessons which helps children understand what they have done, what they are doing now and what this will lead to. Each classroom has an English Learning Wall which provides both scaffolds and shared or modelled examples of the quality written outcome that the children are working towards. Bounce question frames are displayed in the classrooms to help children build on each other's ideas.

The curriculum is driven by educational trips. Leaders believe these visits form an integral part of childhood and of growing up and it is their duty to provide these experiences to enrich and deepen the children's understanding of the topic that they are studying.

Alexander McLeod Primary School is fortunate to be situated near local woods. The school is working alongside a specialist Forest School Leader to run various activities and programmes for their children throughout the year. During Forest School learning sessions, children are taught safety rules and skills for using equipment and doing activities. This allows them to take risks and push their boundaries in a responsible and controlled way. The children learn about how to respect the natural world and they get the chance to complete memorable activities, such as making soup.

Teaching and support staff work very well together to do their very best for all pupils. "We help children overcome barriers and strive to achieve their goals." They are valued for their skills and expertise with support staff playing a vital role in the school, leading interventions, supporting in class, providing crucial support for pupils with a range of SEND. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are positive and energetic and are fully committed to the pupils and to the school. One teacher explained, "it is important to look outwards, not being blinkered and sharing good practice". Another shared her thoughts on differentiation, "differentiation is a strength, not differentiating downwards so that it is at a lower ability, it is more about how the task can be different for all children to access the same learning intention; we are not capping their learning". Teachers believe that it is paramount that they get to know their children at the beginning of the academic year. They plan lessons which are very visual which benefits all children, not just SEND children. During delivery, teachers think of all children and ensure that they give the children plenty of opportunity for talk. All PowerPoints are on an off-white paper, children with specific needs are considered; it is part of the whole class ethos. "Every child is supported and no child is left out, we are invested in our children."

To bring the community on board and to make sure that the largest groups are represented and celebrated within the school, the school puts on a lot of community events, for instance, 'Light up the sky', a celebration of Diwali. The school carries out a



Assessor's Evaluation for the IQM CoE Award



range of cultural hybrid celebrations, such as 'Feast of Eid' and to make it more inclusive, it included food from around the world. "Everyone is invested in not just the children but also the whole community."

I sat in the dining room to have lunch with the junior Governors. While at the dining table, the children, who were very articulate when talking about the school, said the following about their school, "we do not learn just about England; we learn about all the different countries that we come from". Another child explained, "there are a lot of opportunities to do things outside of school, such as table tennis tournaments". One child told me, "the school is very diverse and lots of children attend with different backgrounds, some people are here temporarily, either way we are a lovely school with a lot of learning opportunities". The children excitedly told me about all the educational visits they had been on. A child in Year 6, told me that he had an opportunity to go to Paris for the day; next time the children will be staying overnight in Paris.

I met with two parents face-to-face and spoke to one parent over the phone. They expressed that the school is incredibly supportive of their children's needs and the communication between school and parents is excellent. A parent explained, "the school has been brilliant; staff are very approachable and easy to communicate with. The school is very quick at dealing with any parental concerns". Parents have attended SEN coffee mornings and dyslexia workshops; this provided practical strategies/tips and gave parents the opportunity to network and offer support to each other.

The school works closely with the SEN Governor who plays a very supportive role in this aspect of the school's work. The Governor is also a parent of children at the school and she explained the excellent opportunities the school has put in place for children to develop their skills and self-confidence, including school journeys and the Forest School initiative. The school held a 'Meet the SEN Governor' coffee morning during the summer term and this was greatly received by a lot of parents.

I really appreciated the warm welcome I was given by staff and children in the school. There was so much evidence to support the school's positive work on inclusion. Throughout the day, I saw how much it meant to staff to ensure that the needs of individuals are met. The staff's reflective and thoughtful approach ensures that the school is warm and welcoming and aspires to do the best for each child.

The school will not be continuing their IQM journey at this time.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

Assessor Mrs Angelina Adrien

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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