



Assessor's Evaluation for the IQM CoE Award



School Name: Perrymount Primary School
Sunderland Road
Forest Hill
London
SE23 2PX

Head/Principal: Ms Christine Keen

IQM Lead: Ms Janet Bristow

Date of Review: 14th July 2022

Assessor: Angelina Adrien

IQM Cluster Programme

Cluster Group: Four Seasons

Ambassador: Pauline Roberts

Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence review documentation
- School Website
- Learning Walks
- Book scrutiny
- Maths learning journals
- Early years 'I can journals'

Meeting held with:

- Headteacher
- Deputy Head
- SENCO/IQM Coordinator
- Teachers
- Pupils
- Teaching Assistant
- SEND Governor
- Parents



Summary of Targets from 2021-2022

Target 1:

Perrymount to implement the NELI programme to run through 2021-22.

- *Aims to improve spoken language of children in Reception class.*

The school recognised that a lot of pupils entered the school with little language skills. One of their Nursery Practitioners, who works in the Reception Class was identified as the most appropriate person to undertake the NELI training and run the intervention.

Due to Covid the programme could not run in the expected timeframe; it took longer to complete the training and assessment processes and be ready to start the programme with pupils.

The initial assessment identified four pupils who have had three group sessions and two individual sessions per week.

Due to the pandemic the programme was originally due to be completed by Easter but it is not yet completed. There will be a re-assessment of the class at the end of the intervention to determine the progress made by the targeted pupils, relative to the whole Reception cohort. In the meantime, the Nursery Practitioner and Reception teacher report that the four pupils, currently receiving the intervention, have made appreciable progress in their language skills. They still remain behind the expected level for their age.

The programme is felt to be beneficial for the pupils involved; the Reception teacher reports that they are now speaking in full sentences not just one-word statements. Useful resources were provided. However, the management of the project has been time-consuming and has taken a key member of the Reception team out of class every afternoon for 20 weeks. The Nursery Practitioner also reports that the pupils are now getting 'bored' with it. The school will wait to see the assessment results before making final judgements about the NELI programme, the team are questioning whether it is a justifiable time commitment for just four pupils.

Next Steps:

- Staff need to consider whether the investment of the amount of the intervention manager's time required to run the programme is justified by the benefit to the pupils.

Target 2:

To implement the 'Mastering Number' programme.

- *Aim to improve solid number sense through work with Reception and KS1 pupils (working with whole cohort).*



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The Maths Lead (who is also the Deputy Head) attended the online 'Launch' session on 14th Sept 2021.

The Class teachers for the Reception, Year 1 and Year 2 classes attended termly online training sessions (Oct/Feb/May).

The Year 1 and 2 class teachers are both very positive about the programme. They have found it very good for consolidation of key maths concepts, especially for the lower achievers for whom it seems to really untangle some of the number concepts they are struggling to grasp. The pupils have found it engaging. They have especially enjoyed the manipulative materials. It took some time to establish it at the start of the year, now that the pupils are all familiar with the activities it is a short, sharp, daily session which is contributing to achievement of all pupils.

The Reception teacher has not found it so appropriate for that cohort, especially in the early part of the year when the pupils were being introduced to mathematical concepts for the first time and 'short, sharp' did not work as a way to teach new things. Now the pupils have a better grasp of some mathematical concepts and consolidatory practice to reinforce their learning the teachers are now building the 15 minutes of activities within the day.

The school will measure the pupil's progress next year and from their findings they can decide whether continuing the Mastering Number programme will be beneficial for their school and pupils.

Next Step:

- Maintain the programme for next year's Year 1 & 2 pupils.
- Consider and implement modification to introduction of the programme in Reception class.

Target 3:

Triad of schools planned two joint reviews across the schools.

- *A review of writing across all three schools.*
- *A review of Literacy and Oracy with a particular focus in EYFS.*

Covid-19 restrictions which were still in place in the Autumn term prevented the reciprocal school visits which were needed to implement this plan as it was intended. As there was also a need for the all the Middle Leaders of all the schools in the Triad to work intensively on curriculum development for their respective areas of responsibility, this target was replaced with joint work on the new focus.

Middle Leaders, together with the Curriculum Lead (who is also the Deputy Head), participated in joint online sessions with the other schools, led by an external advisor.



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These were held monthly, starting in September. They worked together on developing the curriculum intent and implementation statements for their areas of responsibility.

This is still a work in progress, the core statements have been shared with the whole staff and uploaded to the school's website.

Due to the turnover staff and a few Middle Leaders that received the training leaving the school will run a more bespoke middle management programme for their staff.

Next Step:

- Ensure the work continues under the new Middle Leadership team that will be place for 2022-23, including repeating any training required by staff new to post.

Target 4:

To further develop work on our 'Recovery Curriculum.'

- *Focus: To identify what needs to be done to secure enough progress to enable pupils who are currently 'Below' NC expectations to be 'Just Below' or 'Expected' by the end of the next academic year.*

The school looked at the maths and literacy curriculum and decided on the key aspects that pupils needed to learn and what the minimum expectations, as a school, they would agree on for identified groups.

Pupils in each year group were reviewed to check their level of core skills against those identified. Those with the most significant gaps to close were allocated catch up support from targeted 1:1 or small group sessions.

There was some disruption to the consistency of the provision, particularly in the first two terms, due to rolling absences of staff and pupils due to Covid-19 regulations.

However, regular progress reviews with the Headteacher resulted in some pupils moving out of support during the year as they successfully closed their gaps. Others, e.g., some new admissions to the school, were given the additional support as space became available.

In addition, all teachers in Years 1 to 5 attended 'Talk for Writing' courses to support the development literacy skills and a having a consistent approach throughout the school.

Next Step:

- Plan and implement revised support and catch-up interventions for pupils still affected by disruption to their progress.



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Agreed Targets for 2022-2023

Target 1:

Develop leadership at all levels including governance to build sustainable improvement with a particular emphasis upon foundation subjects.

This target is very relevant for the school now. As a result of numerous staff changes including several new Curriculum post-holders across the school:

- Build on work started in 2021-22 to develop a leadership structure which effects good or better outcomes, impacts positively on the quality of teaching and secures high outcomes in all areas of the school.
- Induct new Curriculum Leads to roles, ensuring clarity of roles.
- Ensure a clear professional development entitlement.
- Implement and review new curriculum developments

Target 2:

Raise standards (attainment & progress) through prioritisation of groups whose progress has been limited by pandemic and ensure that all pupils are ready for the next stage of their education.

In response to the outcomes from end of year review of progress measures in July 2022 (particularly end of KS1 & 2; Year 1 phonics) and recognition that we are still observing 'after effects' from two years of Covid restrictions:

- Identify groups still affected by pandemic effects.
- Plan and provide additional support appropriate to address identified needs.
- Ensure new curriculum implementation across the school is providing attainment and progress for all pupils.
- Review maths scheme (Maths No Problem) currently in use to evaluate its effectiveness.
- Monitor progress and attainment for all groups to address changing need profiles

Target 3:

Ensure behaviour and personal development remains highly effective and progressing towards outstanding, by addressing children's and staff mental health and wellbeing, contributing to better learning and progress made by all.

Work with new MHST to:



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- Raise awareness of all staff around aspects of mental health difficulties and support.
 - Whole school INSET planned for Sept 2022.
- Audit current provision using 'Wellbeing Mapping Tool' provided by MHST.
 - Identify priorities.
 - Create action plan.
- Review systems around pastoral care and extend provision.
- Identify and source support/provision available from outside agencies.
- Implement school-based interventions.
- Ensure consistent approach to behaviour for learning in all phases, year groups and classes from all adults.
- Review playground activities and resources to support excellent behaviour.
- Maximise opportunities to engage with the arts.

Target 4:

Develop and implement a rich, engaging and broad curriculum that promotes equality and diversity.

- Review and revise curriculum implementation re skills, sequence and knowledge – half-terminly throughout the year in order to:
 - Ensure the curriculum represents the school and wider community through continuing to diversify the curriculum.
- Appoint a member of staff to lead on equality and diversity.
- Develop monitoring role of Middle Leaders through coaching and shadowing activities.
- Ensure the curriculum is adapted for pupils with moderate and severe learning difficulties.



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The Impact of the Cluster Group

Meetings 21 – 22

10th February 2022 - Online via Teams

Topics:

- Feedback from schools re current situation.
- Presentation by David Lester of NISAI (virtual academy).
- Presentation & discussion of Pre-Key Stage Standards work in Lewisham – led by Janet Bristow.
- Discussion of key issues and challenges (attendance, catch-up, SEMH, etc.).

Outcomes:

- Sharing frustrations and difficulties with the ongoing challenges of managing the effects of Covid-19

15th March 2022 - Online via Teams

Topics:

- Primary/Secondary Transition: Presentations by Bannockburn & Trinity.
- Diversity, equality & inclusion at Woodhill Primary.
- The War in Ukraine.

Outcomes:

- Hearing from Trinity School about their arrangements for Year 7 transition and induction.

14th June 2022 - Trinity School

Topics:

- Year 7 transition provision
- Primary/Secondary links
- Spiralised curriculum

Outcomes:

- To talk to Year 6 pupil with EHCP, and his parent with about Trinity and the Year 6 to 7 transition



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Overview

"We aim to make sure we remove barriers to allow all children to participate in the full life of the school community holistically and academically."

As soon as I walked into the school, I could see and feel the inclusiveness. The day started with a welcome meeting with the Headteacher, Deputy Head and the SENCo/ IQM Lead who spoke about the context of the school and the future strategic developments of the school.

The IQM Coordinator is also the Special Educational Needs and Disability Lead for the school and has developed good relationships with external agencies ensuring the best provision for pupils with additional needs. Her understanding of the learning process has had a remarkable influence on staff development and all teachers and the Teaching Assistant who participated in the review day demonstrated a tangible grasp of just how to promote learning to all pupils despite their starting point.

I carried out a tour of the school, it was very informative. The school uses 'communication in print' system of communication, pupils in Reception and all staff around the school have the visuals on their lanyards to support the pupils. Staff are dedicated in supporting pupils' progress in their learning. All classrooms have visual timetables and inviting reading areas. Lessons are planned in detail, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. There were a range of learning activities taking place - Year 3 had a R.E lesson on Buddhism – understanding the meaning of the symbols, whole class maths learning in Year 5 and learning about what caused the smog in London in Year 2. All the pupils were fully engaged and enjoying their learning. In lessons, pupils behave excellently and enjoy their work, responding well to their teachers' questions and engaging in discussion and group work with enthusiasm. Pupils spoken to, from Years 2, 4 and 5, gave very positive views of their school. Comments from pupils included, *"Teachers really listen to you and are very supportive."* *"The teachers will help you if you are worried,"* *"You can ask your friends or your teachers for help."*

The school works very hard to develop the positive attitudes and self-confidence of its pupils. Year 6 pupils can choose to be a buddy, they wear a red polo shirt, they play and support pupils during break/lunch times and help around the school. This helps pupils to develop their self-confidence and it also adds to the family feel of the school where all pupils happily work and play together. Pupils spoken to during the visit were positive, motivated, self-confident, able to enter into discussion with ease. At this school, it is always clear that pupils are at the centre of everything it does and are genuinely listened to.

Teaching and support staff work very well together to do their very best for all pupils. 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 spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed



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marking of pupils' work. Staff are positive and energetic and are fully committed to the pupils and to the school. They speak very highly of inclusive practices within Perrymount Primary School. Staff expressed how they, *"Make sure that all children are exposed to the same activities and have the same chances as everyone,"* *"By facilitating equal chances for the children to be able to access the curriculum based on their abilities and needs."* Staff feel valued at Perrymount and find the Headteacher very supportive, *"Her door is always open, you can go to her at any time about anything."*

In the nursery class, all pupils were busy completing activities, the displays in the classroom are very colourful and reinforce the pupil's learning and independence. Each pupil in the nursery has an 'I Can Do Book', in these books you can see how the pupils have progressed in their writing and language development, by each piece of learning there is a speech bubble where the teachers scribe what the pupil says about their learning, at the beginning of the academic year there are only a few words, now pupils are describing their work in a lot of detail.

All classrooms have an outdoor space for pupils to use. There are lots of facilities for the children to develop their gross motor skills such as a climbing wall, trim trail and climbing frames. Different areas of the playground offer an inviting seating area and a range of activities.

The school uses a thematic curriculum, teachers plan their lessons to motivate and inspire pupils through exciting topics with real life experiences such as trips to London Aquarium and the London Eye. There continues to be staff training to meet the needs of children with a variety of SEND, for example, on how to change a catheter. In classrooms visited, children with SEND were being very well supported on a one-to-one basis with excellent examples of the use of work stations and of children joining in with their classmates. On a wider level, the school works closely with the other schools within the local area, on various aspects of CPD and sharing good practice.

The school promotes a love of reading. The school noticed that pupils were taking reading books outside into the playground to read, the school has now placed a Book Shed in the playground to continue the pupils love of reading. In the corridor to continue this promotion of reading, there is a display of the 100 books you should read before you are 12.

Displays around the school reflect the pupils learning in all areas of the curriculum and cultural diversity. There is a display on Titanium, from reading the pupil's writing on the display board and seeing their art work, I can see that they thoroughly enjoyed this piece of learning. The school cares about the planet, they have placed a large emphasis on conservation, there are displays made from bottle tops and recyclable materials.

The schools provide a specialist music teacher 2.5 days a week, she runs Music Makers – communication skills through music - the school also houses a multi-function sensory room that is available for all pupils to use. A physio room allows the children to have access to a physiotherapist weekly, this resource means that the pupils do not miss a lot of their schooling due to this provision being provided onsite in school. Pupils go swimming at the local swimming pool, pupils who are unable to access this pool, for instance, the water maybe too cold, they go to Watergate and use the hydro pool there.



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The school has a lot of breakout rooms for the pupils to use. A pupil, who struggles to be in his classroom all the time, has his own bespoke classroom for when he feels like he needs time away from his classroom setting, he is involved in all aspects of school life, including all educational trips.

I sat with the pupils at lunchtime and observed them in the playground, it was lovely to see how they interact with their peers, for example, carrying the lunch tray for a pupil using a walking frame or playing ball games with a wheelchair bound pupil.

Progress is rigorously monitored and individual targets are set for all pupils. Data is constantly analysed and reviewed, to identify gaps or trends to inform the need for either targeted interventions or curriculum redesign. Pupil progress meetings are effective in ensuring that action is taken to support any pupils who are underachieving. As a result, interventions are tailored to individual needs and are monitored very carefully and adjusted as appropriate. The school uses every opportunity to reinforce pupils lost learning by using 'sticky knowledge' which is consistently revisiting past concepts and vocabulary to make it memorable for the pupils. The school is preparing *'for everyone to succeed, not just academically. When the children leave, they are ready for the next step in their journey.'* There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

The school has fostered excellent relationships with parents and finds many ways to communicate with them and to involve them in the life of the school. Parents speak very highly of Perrymount Primary School and its staff. A group of parents spoken to, including those whose children have additional needs, explained the thorough, caring and effective approach that the school takes towards meeting their children's needs. The school listens to its parents and pre-covid held several workshops and daily open sessions to support parents in supporting their children. This is starting back again. Parents feel that communication with the school is excellent: the Headteacher and other staff are always available to speak with parents. Comments from parents included, *"All children have an equal opportunity to learn and progress and the school provides children with the support and tools to do that," "My daughter is more independent and confident since she started Perrymount."*

The SEND Governors also joined the review meeting, she is clearly proud to be part of the school. She explained that she, *"Is always trying to focus on what each child needs to be the best that they can be."* She spoke about Cultural Capital and the Lewisham Pledge that the school is involved in, she mentioned how the school is currently looking at the curriculum, the school would like the curriculum to reflect the school community, allowing the children to feel valued and know their place in society. The SEND Governor ended by saying that, *"The school is an embodiment of inclusion."*

Exceptional features of this school include the overall inclusive vision and positive leadership of the Headteacher and SLT. The excellent behaviour and positive attitudes of pupils. The brilliant work of the SENCo and other specialists to support children with SEND and the outstanding teamwork of the teaching and support staff to enable all pupils to develop self-confidence and become the best that they can be.



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Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

Assessor: Angelina Adrien

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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