



## Assessor's Evaluation for the IQM CoE Award



**School Name:** Hoxton Garden Primary School  
Ivy Street  
London  
N1 5JD

**Head/Principal:** Rachel Adams

**IQM Lead:** Jesse de Veer

**Date of Review:** 18<sup>th</sup> May 2022

**Assessor:** Julia Ridley

### **IQM Cluster Programme**

**Cluster Group:** Shell

**Ambassador:** Pat Wood

**Date of Next Meeting:** 22<sup>nd</sup> June 2022

**Next Cluster Group Meeting Focus:** TBC

### **Sources of Evidence during IQM Review Day:**

#### **Activities:**

- Tour of the school
- Learning Walk
- Visit to playground at lunchtime

#### **Discussions were held with:**

- Headteacher
- Deputy Headteacher
- Teachers
- Teaching Assistants
- Learning Mentor
- Parents of 2 Year 3 pupils
- SENCO
- UP Team Leader
- PSHE Lead
- School Council/Peer Mediators
- 10 pupils from Years 2-6



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### Summary of Targets from 2021-2022

The school's targets from the previous year were based on the school focus of mental health support, the impact of targeted interventions and the embedding of the revised PSHE curriculum.

**Target 1: To ensure pupils and staff mental health is high profile in order to support an effective transition back to full time schooling post COVID.**

This target was achieved.

- Staff CPD/Training (September and onwards - discussed the wellbeing model of universal, additional and targeted support for pupils, staff and strategies for implementation.
- Sharing of resourcing that identifies the role of wellbeing in the recovery curriculum.
- To introduce a Wellbeing Policy as a framework for delivery of the MHWB agenda.
- Provide a year focus of planned information to parents regarding the MHWB agenda, for support, guidance, and advice.

The school has a staff Wellbeing Team, as well as a CAMHS worker who comes to the school once a month, to support the SEND team. The school have put in place a wide range of resources and strategies to support pupils and staff. All children have access to a "Problems and Praise" box where they drop in their messages which the teacher then discusses in circle time. The school have bought in "Unlocking Potential" a health charity who provide a therapist for the school on a daily basis. Seventeen children are getting additional support for their identified SEMH needs as well as anyone who feels that they need support being able to self-refer.

Staff have had training in how to implement the Zones of Regulation programme- to help understand and regulate emotions - both children and parents like the programme and find it has been of real benefit.

Staff had training about coming out of bubbles to help pupils adapt to being in larger groups with different ages again. As part of this training they also learnt about how to recognise mental health issues in children and who to go to with concerns.

Staff are aware of the option to use the confidential counselling service that the school have bought into if needed. There is a wellbeing wall in the staffroom which staff can refer to for signposting. In order to ensure an equitable work/life balance teachers do not do 'duties' and the number of unnecessary trips for training at other schools in the Federation have been reduced to the essential ones only e.g., Moderation Meetings and all meetings take place within school time.

**Target 2: To embed the practice of targeted interventions, accurate baseline assessment, quality assurance of delivery, and review and measurement of impact.**



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- CPD based on effective baseline assessment and how this supports robust assessment of starting points.
- Inclusion Team to carry out Learning Walks to quality assure delivery and effectiveness of interventions.
- Interventions modelled by specialists for support staff to improve quality of delivery.

This target has been achieved.

Staff appreciated the training on assessment as well as learning how to run interventions after the modelling of the SENCO, Deputy Head and Speech and Language Therapist. Learning walks have been on-going as well as book looks, for example to check the progress of children who have taken part in precision teaching. This is always done as a collaborative process. Pupils in the upper school are able to say what their targets are which gives them a sense of ownership. Teachers feel very included in the process. Data shows that this practice has become embedded.

**Target 3: *To embed the revised PSHCE curriculum with a focus on community understanding.***

- Staff CPD/Training (September and onwards) to ensure understanding of progression across the curriculum.
- Observations of lesson content to ensure taught sessions reflect revised curriculum with a focus on questioning and discussion.

THE PSHCE lead revised the new curriculum in light of Government changes and delivered whole school staff training to check that everyone understand the progression. The school facilitated a parental consultation of the revised RSE policy including a couple of workshops to discuss curriculum content. These were much appreciated by parents who were reassured after gaining a greater understanding of the content. Much work has taken place around the observations to check that questioning and discussions are of a high quality.

Each class have produced a large scrapbook containing photos, worksheets and descriptions that show progress in PSHCE lessons.

### **Flagship Project**

**Project Title: *A commitment to provide outstanding provision for pupils with communication needs.***

**Year 1:** Does the introduction of an allocated Teaching Assistant to deliver speech and language support and intervention across the whole school improve the effectiveness and success of speech and language programmes?

**Target 1: *To effectively induct a new member of support staff to deliver speech and language interventions across the school.***



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- Follow a rigorous recruitment process and employ a skilled practitioner.
- Induction plan led by the Lower School Deputy Headteacher put in place with weekly opportunities to improve own practice through team teaching, peer observations and mentoring / coaching with support of SENCO and SaLTs.
- Modelling of interventions by SaLTs.
- Attendance at MAP meeting and SaLT meeting to identify and discuss key children.

Regular CPD which is responsive to school and training needs.

**Target 2: *To embed the practice of targeted interventions ensuring timely intervention, accurate baseline assessment, quality assurance of delivery, and regular review, and robust measurement of impact.***

- Dissemination of the speech and language review model to the Inclusion Team, Teaching Team and external SALT Support Team.
- CPD based on effective baseline assessment and how this supports robust assessment of starting points.
- Inclusion Team to carry out learning walks to quality assure delivery and effectiveness of interventions.
- Develop class teachers' knowledge and understanding of interventions in order to further support links that can be made inside the classroom.
- Interventions modelled by specialists for support staff in order to improve quality of delivery.
- Half termly assessment of children taking part in speech and language groups.

**Target 3: *To measure the impact and effectiveness of speech and language interventions (including comparison to previous years)***

- Data collected from SaLT groups.
- Data collated and shared in end of year SaLT report.
- Analyse feedback from children, parents and teachers and compare with previous years.
- Groups progress measures benchmarked against all pupils.
- Monitoring and scrutiny of pupil outcomes.
- Inclusion Lead end of year intervention analysis.

### **The Impact of the Cluster Group**

The school attended all three cluster group meetings in the year. They had a strong impact on the school who were able to bring back a range of ideas to try at Hoxton Garden Primary School. The first session led the school to consider how they could secure funding to create sensory spaces for some of the complex needs children. During the second session, which was virtual, everyone spoke about the support that they were offering during Covid. The final meeting was where the school learned about Zones of Regulation programmes: this has been brought back to the school and is now taking place at Hoxton Garden Primary.



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### Overview

*The school is like a second home to my child - the school have created an environment where he feels loved." Parent of Year 3 child.*

Hoxton Garden Primary School is an exceptionally inclusive school where pupils thrive and adults enjoy their work and feel very supported. Parents described how much their children have progressed since starting at the school. They feel that their opinions really matter and that they are fully involved in their child's education. The school collaborates with parents, one example is where parents of children who have recently been diagnosed with Autism attend some sessions to work with their child, the Learning Mentor, and a psychologist in a spirit of co-production. One particular parent found the sessions very useful. Another parent said that the school were exceptionally well-organised and supportive during the Covid pandemic and the assistance from the Senior Leadership Team and all the staff was amazing.

Weekly newsletters, staff being available to meet parents each day and weekly coffee mornings means that everyone knows what is happening. Parents particularly appreciate the coffee mornings which start with them reading with their child, then having the opportunity to find out about what their child is learning at school and different ways to support them. The coffee mornings are well-attended. Parents and staff appreciate the visibility of the Senior Leadership Team and remarked on their open-door policy and the inclusion values that they promote.

The school has excellent communication channels for staff in the school, whether this is in the way that weekly planning sheets are sent to all Teaching Assistants before the lessons or the half termly CPD programmes that show everything that will be happening so staff can prioritise their own workload.

New members of staff say that they feel very well prepared for their role. Weekly training sessions on a range of pertinent topics such as how to mark effectively, reading strategies or advice on how to work with particular pupils mean that new members of staff can be delivering effective support from a very early stage.

Support staff spoke about the career progression opportunities- a Learning Mentor had joined the school as a TA, then an HLTA before taking on her current role. Learning walks take place where SLT check how the interventions are progressing; support staff find the guidance and support to be useful for themselves and the children.

Children see the positive modelling that is done by all staff, ensuring that there is a family feel to the school where all children are happy. Children say that their teachers are helpful and kind.

Subject Leaders take their role very seriously and are on hand to support teachers when needed.

The school has a robust programme of support for pupils who have SEMH needs. The school buy into the "Unlocking Potential" programme run by a health charity.



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They follow a holistic and sustainable model. This means that there is at least one therapist on-site each day of the week in school. They offer targeted therapy sessions as well as therapy from a Speech and Language Therapist or an Occupational Therapist where needed. Children can self-refer. Parents have access to a 10-week online programme. The charity supported teachers with resources and strategies during Mental Health Week. The school value the programme which helps children to regulate their emotions and be ready for learning.

The school enrich the curriculum by offering the pupils a range of educational visits and opportunities to discover what London has to offer. Recent trips have included visits to a local farm, fire station, The British Museum, orchestral performances, and a trip to the Museum of London.

Parents love being invited into school to attend assemblies, they have also come into school for Families Week, bring a significant male/female to school day, grand-parents tea party and world week where families make food from their own cultures. They feel very included in school life and that the school is part of the community.

Two School Councillors and a Peer Mediator where a credit to the school when they conducted their tour of the outdoor spaces. The large garden area, full of a range of herbs and vegetables is inspiring to the children - they spoke about the bio-diversity workshop and gardening workshop that they have just undertaken.

They enjoy playing in the woodland space. Pupils were engaged in a wide range of activities, sports, relaxing under the pergola, climbing in the adventure area. It was pleasing to see younger pupils keen to engage with the Year 5 peer mediator.

Lots of specialists come in to support the school, for example, a specialist to support a child with a visual impairment comes in weekly to help support the teacher with planning and homework.

Regular pupil progress meetings for children with SEND take place termly with three or four professionals attending. In depth discussions about each child take place.

IEPs are reviewed and thoroughly scrutinised regularly. Staff also spoke about the SENCO making lots of resources available in staff room.

Pupils spoke about caring adults and how much they all enjoy school. They were able to talk about particular interventions that they access and how they have benefitted from this additional or different support, whether it was individual therapy or 1:1 reading or a session on learning about different people's perspectives. One girl spoke about how the introduction of the Zones of Regulation approach is used in her class and how it has helped her identify her feelings and think about different strategies she can use to feel better and ready to learn. They like circle time - the kindness catcher and the worry catcher!



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Hoxton Garden Primary School have achieved all of their targets from last year and continue to be highly inclusive. The school are keen to work towards Flagship School status. Given the ongoing commitment to the elements of Inclusion and the successful completion of their Centre of Excellence targets I support their application and recommend that Hoxton Garden Primary School be awarded Flagship School status. This decision is subject to moderation.

**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