

27th July 2018



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Tottenham Road
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COE Review Date: 10th July 2018

Summary

The school serves a needy community and many of the children have additional learning needs, some have complex needs. Others are vulnerable both emotionally and in terms of their ability to learn. The school has a reputation for its work with pupils with SEN and this means that they include large numbers of such pupils and they make them very welcome. Having said this, the mix of pupils in the school is broad based and I was able to observe some of their DSR (Reading Groups) and saw children in Year 1 reading and writing exceptionally well. The aim of the DSR groups is to target the needs of pupils and to move them forward at a rapid pace. Seeing children moving from room to room and from group to group to work with their assigned group was an example of organisation and independence at its best. Children were confident and clear about what they had to do, they really enjoyed the different activities and targeted interventions they received.

It was very disheartening to hear that the funding for the Children's Centre has ceased and the school is having to try to keep some of the vital activities going through its own delegated budget. If ever there was a need for the support a Children's Centre provides, it's here in this community. There are so many vulnerable families in need of support and guidance and advice and the school is working exceptionally hard to continue to support them with an ever-decreasing budget. Staff at all levels are stretched and budgets are squeezed beyond limits. The Headteacher is doing an exceptional job in very difficult circumstances, by making the best use of the resources available.

Many hard decisions have been made with the Governors this year. However, it is clear that decisions are always made with the children in mind and what is best for the children. The optimistic approach and can-do attitude is admirable, the staff are inspired and motivated by the Headteacher.

Another drawback this year was a difficult Ofsted inspection, which left staff feeling deflated and downhearted. However, the Headteacher managed to pull everybody together and to move forward positively with a clear action plan to improve progress. As the result of all the hard work, results this summer are much improved and better reflect the school and all it does for pupils and families.

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Despite the challenges this year everybody I met was positive and morale amongst staff and the leadership team was high. Everybody works together and there is a real collective and collegiate ethos where people support each other.

Parents/carers are as supportive as ever and speak highly of the school and what they do for their children. The children are a delight and just enjoy everything they do even the 'hard learning'. Despite the reduction in funding the school still manages to take children out on various trips and visits throughout the year even if the visit is to a local park or shop as well as others more far afield. Whenever a visit or trip is planned every single child is included. No child is ever left out.

I spent some time in the nursery and was inspired by the work that is going on there. The school caters for children from nursery to Year 2 and then (most) children transfer to the primary school next door. However, some children leave at the end of Year 1 because parents try to get them into schools that provide primary provision up to Year 6. This movement can have a negative effect on the workings of the school, but it is understandable for parents to make these decisions. Mobility is an issue that the school has had to address over the years and the way they do this is a real strength.

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

Due to financial constraints the school has decided to withdraw from the Centre of Excellence programme. They have a great deal to be proud of and are very happy to share their good practice with others. The school has produced an appropriate action plan for 2018/19 which I am confident they will work through with determination, rigour and humour. Their positivity will see them through.

Assessor: Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

During my visit I was able to meet with a large number of people and was able to spend time with children in their classrooms, in the sensory room and in the playground. I also met with the Headteacher and Deputy, and with the SENCO and a great many teachers and support staff who were all very keen to tell me about their work. In addition, I met with three parents of pupils with complex needs. I met with the Family Worker and Attendance Officer.

Commentary:-

The school set itself many targets in terms of IQM for the academic year and has been successful in meeting the majority of them.

- To achieve IQM reassessment and continue to embed 'School Values' across the school using cross-curricular opportunities.
 - The values of the school permeate every aspect of the school, but they try to ensure that there is a constant drip-feeding of the values and that staff model them in their daily contact with children and families. The values are taught implicitly through every aspect of the curriculum and through all school policies particularly through the behaviour policy. Furthermore, the school values are 'lived' values and the school has used particularly innovative approaches to reintroducing and embedding these values to the children and into the school community. The cartoon characters/puppets around the school are a new development and involve different characters modelling different values. They are displayed throughout the school.
- To adapt the Learning Environment to support SEND pupils in current financial climate.
 - The school has been audited to find and create new spaces to offer differentiated curriculum to SEND pupils. This has been done and there are additional spaces available for small group work to happen. Furthermore, the curriculum has been reviewed and revised so pupils can work in small groups. The Sensory Room is now in operation and SEND staff have been trained in the use of the Sensory Room equipment. I was able to witness a one-to-one session in the room which was expertly carried out and was much enjoyed by the pupil involved.
- To support vulnerable pupils (including transition time.)
 - I spent time with the Parent Support Adviser who continues to provide targeted support for vulnerable families. She knows the families very well and is often able to signpost external support available.
- To ensure effective strategies are used to engage boys in their reading and writing to improve outcomes for all learners.



- A lot of work has gone on in this area to ensure that boys become far more engaged in reading. I was able to sit in on many of the DSR groups (where pupils are placed in different groups according to their reading ability) where staff worked very closely with all pupils to engage boys in their reading and writing to improve outcomes for all learners. These were very positive, children seemed to enjoy the sessions and enjoyed reading a range of books that were chosen for them.
- To continue to rigorously monitor interventions so they have maximum impact on pupil progress.
 - Rigour in all things is the new by-word at the school where all developments are being carefully implemented, tracked and analysed. Every adult I spoke to explained the way they were tracking and monitoring the many interventions that are happening in the school. The good thing is that the children have not noticed and are not at all anxious about being so closely monitored.
- Staff are enabled to share good practice with each other, to plan together to include talking and discussion as part of their lessons. More reading materials have been purchased with boys in mind and all intervention groups have been reviewed.
 - Regular Pupil Progress Meetings are used to discuss barriers faced by individual pupils and to decide on appropriate interventions.
- To continue to develop pupil voice and feedback.
 - The school is very keen to receive feedback from pupils about their work and their learning and indeed on anything they feel is important to them. With this in mind opportunities are provided within the curriculum to allow for pupil oral and written feedback. Teachers allow pupils time to reflect and respond using the “purple polishing pens” consistently. Furthermore, exemplar writing models are used to assess pupils’ work.
- To continue to develop a structured conversation/ between staff and parents of pupils with SEND.
 - The involvement of parents/carers as partners in their children’s learning and they go to great lengths to include them. Structured conversations are a useful way of improving communication between school staff and parents. Training in this area has taken place and staff are applying the protocols and systems and using these in meetings with parents. Relationships between parents and the school are already strong but these developments are strengthening them even further. The parents I met during my visit were very complementary about the way they (and their children) were supported by the school.
- To develop Governors expertise in supporting the school, including appointment of CPD Governor.



- The school values the support (and challenge) they receive from their Governors and they have now appointed a Governor with responsibility for Continuing Professional Development.
- To continue to develop the support for families through the Children's Centre.
 - Sadly, this is the one target that has not been met because funding for the Children's Centre was withdrawn in March. Currently the school continues to provide some services originally provided by the Children's centre. Parents are signposted to services available in the local area (where they exist). They are able to support the Stay and Play sessions through the nursery and reception.
- Inclusive policy and practice permeate every aspect of the school and this is demonstrated by all stakeholders.

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