



6th April 2018

Ms Claire Slade
Headteacher
The Hayes Primary School
98 Hayes Lane
Kenley
Surrey
CR8 5JN

Assessment Dates: 27th and 28th March 2018

Summary

The Hayes Primary School (THPS) is a two-form primary school in Kenley, Croydon South, with 404 children on roll. This is an urban area in London but on the edge of the countryside. Employment in the area is high with 86% of the local population being white British. The number of pupils who are eligible for the PPF is below average.

Learning needs are mainly physical, including hearing impairment and learning difficulties. There are currently 39 children on the SEND register. Seven children have an Education Healthcare Plan (EHCP) and 32 children are on SEND support.

The current Head Teacher has been in post for one year and is the fourth Head in as many years. Clearly the period leading up to her appointment was a challenging one. In the last year she has worked tirelessly, with the support of school leaders including Governors, to provide structure and systems to ensure that effective teaching and learning for all, can take place. As a result, over a relatively short period of time there has been significant improvement in most areas of attainment and progress.

Common processes are now in place e.g. working walls, help words, marking policies and target setting (Steps for Success). Policies have been revised and are being implemented. Pupil performance data is carefully assessed, monitored and analysed. Standards are above the National Average in reading, writing and maths and are on an upward trend" (Basic Skills Quality Mark, September 2017).

THPS is a UNICEF Rights Respecting School, introduced in September 2016. Pupils are aware that they have rights and with these come responsibilities. The school uses a range of strategies to promote positive behaviour in particular the use of rewards and consequences. The behaviour policy is clear and understood by all, this is evidenced by the good behaviour in lessons and around the school during unstructured times. Children are kind to each other and have very positive relationships with adults including those who are visitors to the school.

AWARD OFFICES

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

CONTACT

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

The school is a very happy place now with a wonderful, caring ethos centred around the child becoming the best he or she can be. 'My children are both very happy and their education is consistently what, I believe to be outstanding and fun. Many thanks to Miss Slade and her staff who have made this happen this year.' (Parent/Carer questionnaire, July 2017).

All staff place a high priority on safeguarding, this was evident from the moment I arrived at the school and throughout my two days at THPS. Everybody puts the safety of children first. On arrival at THPS the reception area was bustling with activity. Parents were waiting to watch a gymnastics display, which I was also able to visit. The display involved children from reception through to year 6. Children were bursting with pride desperately keen to show the visitors what they could do. I was impressed by the way in which the older children were helpful and aware of the younger children.

At the same time a local farm was visiting with a selection of small animals for children to learn about and where appropriate to hold and to pet. This visit was linked to the school curriculum, it certainly brought the wow factor; children were excited, engaged and fascinated to learn more about the animals.

Just inside the school entrance was a display showcasing the very recent Easter Egg competition with a range of imaginative and creative artistic designs. Featuring Egg Sheeran, Winter Egglympics, The Eggcracker Ballet, Eggcellent Cinema and much more. This was clearly a project, which engaged whole families as well as everybody who passed by the exhibition. I was soon to find that this was just one of many creative displays. The school environment is well organized, purposeful and positive. Corridors are light, bright and engaging with many beautiful displays of pupils' work.

The school's values permeate the life of the school and the SLT lead by positive and enthusiastic example. The SENCO, who is a member of SLT, oversees the provision for children with SEND and ensures the classroom environment and support provided at every level is appropriate to their needs. In short, a forward-thinking Leadership team who are committed to ensuring the best outcomes for all pupils leads this school.

Teachers and support staff work closely together planning carefully to meet pupils' individual needs. All the staff I spoke to during my visit were positive, energetic and fully committed to the pupils and to the school. They share a common, inclusive vision and they feel they have excellent support to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD. The school ethos 'be the best you can be' applies to everybody in this school community.

All staff are involved in supporting the pupils and have the drive to improve their own practice to benefit the children. Lessons are well planned, interesting and challenging with many imaginative and exciting activities planned for pupils. Features of lessons include active learning, good modelling by all staff and assessment for learning strategies.

Professionals work closely together to ensure focused and specific targets are set to meet each child's developmental and educational needs. A combination of robust teaching and learning strategies, strong inclusive values, a thorough tracking system

and excellent behaviour systems, support the progress of all pupils including those from low starting points, pupil premium and MAT pupils.

Pupil voice is valued. Children have roles and responsibilities within the school including being mediators, playground buddies, lunch time helpers, on the school council and much more. The children love being involved as young leaders and relish the opportunity to do more. Pupils were keen to talk about their school. Comments included, "I like all my teachers because they make me happy and they are fun." "It is easy to find a teacher to talk to". Pupils achieve well, the teaching and support staff work very hard to ensure they are continually improving.

Without exception between the staff, parents, governors and pupils I spoke to during my visit, I felt a genuine sense of mutual respect and collaboration. Listening, discussing and including everyone. THPS is an inclusive school where all children are valued and where adults work hard to ensure no child is left behind.

THPS is a reflective school that works hard to ensure strategies meet the needs of all children in its care. In addition, THPS works with the other schools in the Croydon South Cluster, on many aspects of CPD and sharing good practice. This enables expertise to be developed and shared. It also means that staff at all levels can develop their skills and move onto increased roles of responsibility within the school or elsewhere. The chair of governors was very positive about the school's work and explained their important role in challenging and, supporting the school.

Exceptional features of this school include the inspirational leadership of the Head teacher and senior leaders in motivating, developing and supporting all staff and pupils within a framework of caring for and valuing everyone. The collaborative support of the Parent Forum, particularly its efforts to secure additional funding and the drive and commitment from the Governing Body to move THPS forward and to ensure that the entire school community is 'the best it can be.'

In my opinion THPS fully meets the standard required by the Inclusion Quality Mark. There are a small number of areas requiring development, the school is aware of these and plans are in place.

I recommend that the school be awarded the Inclusion Quality Mark's Inclusive School Award and is reassessed in three years' time. I also recommend that the school consider applying for Centre of Excellence status. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Stella Bailey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Those with SEND are extremely well supported. The Leader of Inclusion and other staff are tireless in their efforts to secure additional support both in house and from a range of external agencies.
- THPS is a 'Deaf Friendly' School with Sound Field used in almost all classes to support children with hearing impairment.
- BSL interpreters are available for children, parents and families with hearing impairment at all school meetings and performances.
- THPS has positive relationships with all parents, including and perhaps particularly with the parents of the most vulnerable children.
- Staff and parents collaborate well to ensure the best outcomes for children and families. The governing body and PTA are real strengths of the school. This was evidenced during my many discussions with staff and during my meeting with parents, who were overwhelmingly positive about the school, particularly the leadership of the head teacher and her team.
- THPS provide a wide range of opportunities for out of school hours learning, provided by school staff and a variety of external providers. Pupils spoke enthusiastically about clubs and activities, including residential trips, music lessons and participation in physical activities all of which, we know have a direct impact on a child's self-esteem, social, emotional and cultural skills as well as progressing their learning.
- For pupils who are at risk of underachieving, leaders ensure the cost of these activities is not a barrier to participation and fund musical instruments, outdoor education, school journeys and more.
- Children receive in class support, small group interventions and one to one support with teaching assistants and other professionals.
- Third space learning is a weekly maths catch up where specialist tutors work for 45 mins on a 1to1 basis with children who need additional support. This builds confidence and verbal fluency with numerical concepts. Narrows the gaps and accelerates progress for all PP children at KS2.
- Dedicated PPG groups one afternoon a week provides personalised teaching in reading, writing and maths. Here children can revisit work from lessons consolidating the learning of new skills and concepts. Pre-reading prepares children for future learning, builds confidence and gives children a strong starting point to learning. These sessions also provide time and support to complete homework if necessary.



- Professionals work closely together to ensure focused and specific targets are set to meet each child's developmental and education needs. A combination of robust teaching and learning strategies, strong inclusive values, a thorough tracking system and excellent behaviour systems, support the progress of all pupils including those from low starting points, pupil premium and MAT pupils.
- The School offers a wide range of interventions and specialist support, which combined with Quality First Teaching, supports the learning and progress of all pupils. Staff, parents and pupils are friendly and welcoming. And are, without exception, committed to the school's inclusive ethos.
- Every teacher is a teacher of every child. Individual differences are embraced, the staff work hard to ensure that every pupil is included in all aspects of school life.
- The school aims to provide a rich and exciting curriculum with carefully targeted support where needed. The curriculum is designed to encourage collaboration and co-operation whilst at the same maximise participation and challenge children at all stages of their learning.
- The Hays ethos of 'be the best we can be' along with the schools RESPECT values promotes a love of learning through the curriculum and through a wide variety of CPD opportunities for all staff.
- I was able to verify information provided on the self-evaluation review; cross referencing with additional documentation provided, pupils' books, learning walks and discussions with a range of staff, pupils, parents, governors and senior leaders. In addition, the school website provided key information about the school's policies, procedures and practice.
- During learning walks I observed teaching and learning in all year groups. Had discussions with groups of pupils and individuals including members of staff, parents and school governors. I listened to children read, looked at their books and evidenced teacher marking and student feedback
- THPS is constantly striving to improve. Teachers closely monitor the effectiveness of interventions and investigating new ways to offer additional support.

Areas for development:-

- More access to identified quiet calm spaces e.g. a sensory room.
- Older pupils mentoring younger pupils.
- Diversity/Gender to reflect the wider community e.g. more male role models and adults of colour involved with the school.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The school has undergone substantial building development in recent years and is a tasteful mix of old and new build with excellent resources and facilities that are well used, shared with the local community and very well cared for by all.
- The corridors are bright and airy with numerous, exciting and creative displays. Children clearly take a pride in their work, which is of a very high standard. The work also reflects the commitment of the teachers and other adults and the high expectations they have of the children in their care.
- Facilities include large outdoor play areas, a gymnasium and a swimming pool. Every child has 30 minutes a week in the pool. Therefore, children in this school are, at the very least water safe. The school has won numerous awards and trophies for swimming.
- Displays highlighted the fact that THPS children are provided with numerous opportunities to enjoy and achieve in sport, the arts and in music as well as through an exciting and innovative curriculum.
- These creative and well-planned spaces provide tremendous opportunities for pupil to play, learn, enjoy and be healthy in a well-organised and safe environment.
- On arrival at THPS I was able to visit a display of gymnastics that was put on for parents. This involved children from reception through to year 6. After school clubs, inter and intra school competition are a feature of the school.
- The School has an ICT suite with green screens, 32 laptops on trolleys, ipads and easy speak microphones for podcasting.
- Coloured overlay backgrounds are used on classroom whiteboards to support children with visual stress. Sloping boards, core-strengthening cushions, specially shaped grip pens/pencils and other specialist equipment are used as appropriate.
- Children at THPS with medical conditions are properly supported and have equal access to school trips and physical education activities.
- Weighted blankets and lap weights are available for children who have a need for sensory input to help them focus in lessons.
- The school library/music room is welcoming well used and well-resourced for all pupils.
- Disabled pupils have free access to all school areas, except for three classrooms, via a series of ramps dropped curbs; appropriate height sited light fittings, wider



classroom doors and a disabled toilet/hygiene room/shower.

- Classrooms have eye catching, interactive displays celebrating children's learning and achievements. Every classroom displays and evidences the schools vision and values.
- The Class Charter linked to rights respecting agenda are on display, up to date working walls for reference and class charters are in every classroom, these are agreed by all, promote positive behaviour and identify mutually agreed consequences.
- The school's values and the RESPECT ethos are displayed prominently throughout the school. There are colourful displays of learning from whole school projects.
- The school has worked hard to develop the Growth Mindset principles. As a result, pupils are more open to accepting challenge, learning from mistakes and coming back as more resilient learners.

Areas for development:-

- Consider developing a forward strategy for ICT/Technology support within the school. Accounting for rapid changes in this area. (Governors)



Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Pupils are encouraged to show respect, this is a core part of the school's ethos. This ethos is mirrored by all staff working in the school evident in the language and tone used by staff around the school and in the associated reward systems in place.
- The school's values and the RESPECT ethos are displayed prominently throughout the school. Pupils understand and are comfortable talking about these values.
- Pupils' attitudes to learning are extremely positive. They speak enthusiastically about the many opportunities and experiences they have both within and beyond school hours.
- The school's behaviour policy is applied with positivity, to create a caring, family atmosphere in which high standards of teaching and learning can take place within a happy and safe environment.
- Enhanced opportunities for all pupils to participate in sports coaching and competition through extended school provision, intra and inter school events take place regularly and are of a high quality.
- Growth Mindset principles have been successfully introduced to children. As a result, pupils are more open to accepting challenge, learning from mistakes and coming back as more resilient learners.
- All pupils had a clear view of how to improve their learning and know when they are making progress. They could tell me how teacher marking and feedback supported their progress.
- Behaviour, throughout the school is managed effectively and is supportive of learning. Pupils are encouraged to take responsibility for their own behaviour. Focus is on the positive rather than the negative. Staff and pupils are clear about the policy and its implementation.
- Pupils agreed that staff are very approachable, it was agreed that bullying did not take place very often but when it did, pupils knew what to do and it was dealt with very quickly.

Areas for development:-

- Further embed Rights Respecting agenda.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- Children in the EYFS are taught in two reception rooms and have two outdoor play areas. Movement within and between these areas is fluid, which gives children wider access to a pool of adults and a range of learning activities.
- Children were playing well together and, in some instances, working independently, happily choosing their own activities and confidently explaining what they were doing, some in great detail. One boy, with significant learning difficulties was working well with a TA. Listening well and responding to her instructions.
- All staff has undergone training in the teaching of phonics. Consequently, trained staff deliver high quality lessons and regularly check progress to facilitate timely intervention. This has resulted in accelerated progress for all children and phonics outcomes being well above national.
- Detailed records kept of external agency involvement with pupils, all interventions with pupils, parents and families.
- All staff receive, regular high-quality training. Consequently, teachers are more able to plan work to develop pupils reading and writing skills at a higher standard, particularly offering more structure to the teaching of English grammar, punctuation and spelling. (Ofsted 2018).
- Children's progress and next steps are discussed with parents at Parents' Evenings and at termly Pupil Progress Meetings.
- Pupil progress is tracked rigorously and carefully analysed. Interventions are put in place quickly for pupils who require additional support.
- Additional support is regularly evaluated to see the impact of the interventions put into place. Analysis of data informs personalised well-planned teaching for learning.
- Teachers have excellent relationships with the pupils in their care. The work set is well matched to the children's ability and teachers' feedback is specific and detailed.
- Children are given time to respond to the teacher's marking in order to move their learning forward.
- Provision maps detail all interventions and effective marking and feedback mean that children are confident in knowing how they can improve their learning at every stage.



Areas for development:-

- Continue with the good work that you already do to identify and reduce gaps between boys and girls and between disadvantaged and non-disadvantaged children at age related expectation.
- Continue to work on improved attendance and punctuality with the small minority of children/families who need to improve in this area. Including attendance at information evenings and parental workshops/coffee mornings.
- Encourage pupils in years 5/6 to be prepared for learning(PFL) by having their own pens, pencils, rulers, rubbers, pencil case etc. This will encourage personal responsibility and prepare them for the next stage of their learning in year 7.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- Staff are well motivated, keen to participate in CPD and then to share learning and good practice with each other and increasingly with other schools in the Croydon South Cluster.
- Work set is well matched to the children's ability and teachers' feedback is specific and detailed.
- Provision maps detail all interventions and effective marking and feedback ensures that children are confident in knowing how they can improve their learning at every stage with explicit next step marking.
- Teachers made good cross-curricular connections for example between poetry and music.....draw this sound.
- Pacey enthusiastic teaching motivates children. Questioning in lessons moves learners on quickly. Behaviour for learning is outstanding.
- Class Provision Maps and Pupil Passports are evaluated termly as part of a graduated approach to learning.
- Staff plan well for individual needs, knowing when to scaffold learning activities or leave pupils to learn independently. Tracking of pupils' progress is meticulous helping to clearly identify their next steps in learning.
- Additional support is regularly evaluated to see the impact of the interventions put into place.
- Teachers' marking and feedback supports learning. Targets are evident in books.
- Lessons are well planned, explanations are clear, regularly reinforced and supported by visual aids and a many other resources.
- Regular communication between home and school provides parents with the guidance they need to support their child's learning. The staff has excellent relationships with the pupils in their care.
- Children understand what it is to be a resilient learner. They talked about how learning from mistakes can be a positive thing, because if they keep trying and do not give up they are more likely to succeed.
- Interventions provide well-targeted teaching that encourages every child to aim high and to be the best they can be. For example, Third space learning is a weekly maths catch up where specialist tutors work for 45 mins on a 1to1 basis with children who



need additional support. This builds pupils confidence and verbal fluency with numerical concepts. Narrows the gaps and accelerates progress for all PP children at KS2.

- Dedicated PPG groups one afternoon a week provides personalised teaching in reading, writing and maths. Here children can revisit work from lessons consolidating the learning of new skills and concepts.
- Pre-reading prepares children for future learning, builds confidence and gives children a strong starting point to learning. These sessions also provide time and support to complete homework if necessary.
- Lessons observed demonstrated strong well-planned teaching with clear explanations supported by visual aids and a range of effective resources. Pacey enthusiastic teaching motivates children. Questioning in lessons moves learners on quickly. Behaviour for learning is outstanding.

Areas for development:-

- Embed the work you have already done on Growth Mindset Principles to further develop children as more resilient learners.
- Further develop partnerships with schools in the South Croydon Cluster and further afield where the opportunity arises.
- As discussed, continue with the plans you have already outlined in this area.



Element 6 – Parents, Carers and Guardians

Strengths:-

- The school has fostered excellent relationships with parents and communicates with them in a variety of ways to involve them in the life of the school. Parents speak very highly of the school and its staff.
- A group of parents spoken to talked about the caring and kind approach that the school takes towards themselves and their children. They also mentioned the many opportunities that the school gives pupils, including the range of clubs, trips and cultural activities.
- Parents spoke confidently about e-safety and were very appreciative of the training provided for them by the school on keeping your child safe on the Internet. They are confident that their children are safe, pupils know who to talk to if they are worried about anything.
- Parents are overwhelmingly happy with the education provided for their children at THPS and report that their children want to come to school.
- Communication with parents, including a twitter feed updating parents daily, is positive with many opportunities for them to come into the school to celebrate and support their child's learning.
- Relationships with parents are strong. Targeted workshops for parents help them to support their children's learning.
- Parent meetings take place three times a year. These meetings keep parents up to date with their child's progress and behaviour for learning. In addition, parents feel well informed and involved in their child's learning.
- Parents of children with SEND are delighted with the way their children's needs are met, whether these are medical needs, emotional needs, ADHD, ASD or a physical disability.
- Parents appreciate the school's open-door policy. They enjoy coming into school to celebrate the work of their children. For example, during open afternoons, parental coffee mornings, exhibitions, musical events, sports day and much more.
- The PTA is extremely active and has contributed enormously to the acquisition and development of school resources through very successful fundraising activities.
- Parents at this school feel valued and included in the decision-making process. They feel listened and that their concerns are addressed. "Communication between home and school is very good and if you are worried you can talk to somebody straight away" (Parent interviewed during IQM process March 2018).



Areas for development:-

- Consider how you can further develop parental engagement. Parents as volunteers and more 'male' role models, where possible for pupils. Perhaps listening to children read, technicians, and lunchtime supervision and during out of hours sports activities. Trips and visits.
- Work with parents to develop a fundraising strategy.

Element 7 – Governing Body and Management – External Accountability/Support

- The Governing body knows the school well and are confident in holding leaders to account. The chair of governors was very positive about the school's work and explained their important role in challenging and supporting the school.
- The Governor responsible for inclusion visits the school regularly, attends annual reviews and can discuss new targets, strategies for improvement all of which inform future planning.
- They value the staff and have a good understanding of the school's strengths and areas for development.
- Governors have recently completed a skills audit. This allows Governors to be more effective by using their strengths/skills and therefore have more impact within the school.
- Governors have attended a range of training and appreciate the opportunities to regularly update their learning. Link governors will monitor school provision and outcomes for various groups and individuals. For example, the monitoring and impact of the Pupil Premium spend.
- The Governing Body is committed to the Inclusive ethos of the school.
- There are named Governors linked to SEND, Assessment, Inclusion, Safeguarding, Finance, Health and Safety Teaching and Learning. The Head Teacher ensures each Governor has the information/skills to challenge school leaders and students with lines of enquiry that may be followed by OfSTED.
- The Governing Body knows the school well. This comes through visits and detailed reports. Its members bring a wide range of expertise to the school.
- Governors I met are extremely supportive to the school. They are well informed and because information is transparent and shared they are able to provide a good balance of support and challenge.

Areas for development:-

- Continue to utilise expertise/skills Governors bring to the school and develop good practice and collaboration even further.
- Find more opportunities to make Governors even more visible to parents.



Element 8 – The School in the Community – How this supports Inclusion

Strengths:-

- Children participate in a variety of clubs and after school activities and participate in school trips and visits to enhance their learning.
- The school has good links with local agencies, such as speech therapists and EP services.
- There are many opportunities provided for pupils to play musical instruments and to develop their musical talents.
- The school works within a cluster of local schools to share good practice and there are events for parents and the local community, such as fundraising activities, music and sporting events which engages children in learning outside of their 'usual' environment.
- Local experts visit the school to speak with children and enhance their learning experiences, for example, THPS shares its excellent school facilities with the community e.g. sports facilities and the school hall which is used by the local church on Sundays.
- Music has always played a strong part in the life of The Hayes and during the 1980s there was an increase in the range of musical instruments on offer. Today we talk about the creative curriculum, it was clear that 'The Hayes was well ahead of the game.'
- The Inclusion leader is an active member of local SENCO cluster meetings and briefings and is always willing to share resources. The inclusion Leader has been a mentor for a local Head Teacher completing the NASENCO award.
- THPS Head Teacher is Chair of the Croydon Schools Music Association and is on the Culture Hub Committee, a Local Authority initiative to ensure that Culture is key to Croydon. She is currently also supporting a local Head Teacher as her school approaches OfSTED.
- For Inclusion support, they have made use of the outreach support specialist services throughout the borough.
- They have especially strong links with a local specialist school that have attended their parent coffee mornings and have welcomed visits from staff in order to share their expertise.
- They have also hosted a coffee morning for parents of children with SEND at The Hayes.



- THPS is a member of the Croydon Dyslexic Association.
- KS2 and KS1 choirs participate in the Croydon Schools Music and Arts festivals, with over 800 children from local schools singing and performing together.
- Children visit local residential and nursing homes for the elderly at Christmas to sing carols and spread Christmas cheer.
- Sports teams achieve excellent results with the girls' football team presently top of the Surrey league!
- The PTA is actively involved in the community and involves all stakeholders with raising funds and awareness of the school.
- The school has a defibrillator that also is accessible by the local community if needed during school hours.
- THPS shares its excellent school facilities with the community e.g. sports facilities and the school hall which is used by the local church on Sundays.
- We have supportive and successful links with the local religious community and they attend regularly for assemblies, special events and messy Church sessions.
- The Hayes Church uses the school hall on Sundays – they are an important part of our community.
- Children are encouraged to take part in community events and participate in local sports tournaments and Galas with other local schools. We also strive to provide opportunities for our children to raise monies for other charities and much needed causes.

Areas for development:-

There are no areas of development.