



Assessor's Evaluation for the IQM Flagship Project



School Bush Hill Park Primary School
Main Avenue
Enfield
EN1 1DS

Head/Principal Anna Theodosiou

IQM Lead Anastasia Neocleous

Date of Review 14th December 2022

Assessor Anne Del Greco

IQM Cluster Programme

Cluster Group Inclusion London

Ambassador Andrea Atkinson

Next Meeting 10th March 2023

Meeting Focus Early Years (including speech and language and phonics)

Cluster Attendance

Term	Date	Attendance
Spring 2022	29 th March 2022	Yes
Summer 2022	17 th June 2022	Yes
Autumn 2022	04 th November 2022	Yes

The Impact of the Cluster Group

Staff attended the three cluster meetings that took place in 2022. Bush Hill Park hosted the March meeting which focused on trauma-informed practice and how the approaches are implemented at the school. A member of staff also shared information about Super Six and the Parent Support Advisor gave a presentation on the school's work with families. The meeting was well received.

The school is now part of the Inclusion London Cluster Group. During the first meeting in this cluster, each school presented the strategies or projects that they are carrying out this year. Staff find the meetings informative and interesting and are looking forward to the next meeting when the focus will be on phonics and speech and language in Early Years.



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Evidence

Discussions with:

- Headteacher (HT)
- Deputy Headteacher (DHT) / Inclusion Lead
- Teachers
- Support staff
- Pupils from Years 5 and 6
- Parents
- Governor

Additional Activities

- Tour of the school
- Scrutiny of website and various documents



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Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus:

Driving writing forward @ BHP including reading: continuing to strengthen writing incorporating reading.

This has built on the work of the previous year to improve writing. The Writing Learning Journey process introduced last year has been embedded and a Structure of Reading weekly journey has been developed. This sets out what is to be taught each day of the week, for example, text exploration, fluency practice, retrieval and vocabulary. Staff comment positively on the implementation of this structure saying it gives children confidence, is particularly important for the lowest 20% of pupils and it supports behaviour and "the routines have broken down barriers".

They also say that it is helpful for support staff, especially those who cover classes. Staff have been supported through extensive Continuing Professional Development (CPD) including modelling, scaffolding and teacher explanations to meet needs as well as support with planning and reading interventions, for example, Read Write Inc. As a result, teachers' pedagogical knowledge has improved. Reading packs were developed for support staff and they have received specific training on one-to-one reading for the lowest 20% of pupils. Pupils in this group have one-to-one reading sessions at least three times per week across the school.

The curriculum driver, Never a missed reading opportunity, is now embedded across all subjects and has underpinned the considerable improvement in reading data across the school, including at the end of Key Stage 2 (KS2).

Staff spoke about how the profile of reading has been raised, with pupils having access to a variety of high-quality books and a noticeable increase in reading for pleasure. A new library has been established and pupils from Nursery to Year 6 visit regularly.



Agreed Actions for the Next Steps in the Flagship Project

This year, the school has planned to build on the writing and reading projects by focusing on vocabulary development and speech, language and communication. Leaders recognise that there are high levels of Speech, Language and Communication (SLC) needs across the school and feel that a focus on this will contribute to the overall writing aim.

The next steps are all included within the School Improvement Plan (SIP):

- To deliver CPD for Quality First Teaching (QFT) to enable all staff to consistently develop practice to improve outcomes in writing and how to support the needs of all learners, including explicitly scaffolding writing, support to ensure that all children can access the same shared learning objective and that the learning objective is explicitly matched to the learning that is taking place.
- To work with support staff to develop approaches to individual and group support to enable all children to access the learning objective.
- To focus on the curriculum driver of Vocabulary Development, through enriching vocabulary, raising aspirations and providing first-hand experiences to overcome pupils' barriers to learning.

Actions will include:

- **Speech, Language and Communication training for all staff to develop better communication for all.**

There will be Elklan training for staff, support from Enfield Autism Advisory Service and through the ECASS project, from autumn 2023, ensuring access to Widgit, embedding of Colourful Semantics and ongoing monitoring which will identify further needs.

- **Oracy opportunities as part of every lesson.**

Staff will receive regular CPD and further training on the Pose, Pause, Pounce and Bounce (PPPB) questioning technique. Elements from WalkThrus on questioning have been identified. Overall, the aim is to become a communication friendly school.

- **Ensure speech and language interventions are timely, effectively run and impact is measured.**

Recommended interventions from the Speech and Language Therapist (SALT) will be delivered by the Speech and Language Teaching Assistants and other in-school staff. These interventions will include social stories and bucket activities which are more focused on SLC.



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Overview

Bush Hill Park Primary School serves a diverse community in Enfield, North London. Pupils speak many different languages; the main languages being Turkish, Albanian and Polish. The percentages eligible for Pupil Premium or on the Special Educational Needs and Disabilities' (SEND) register are above national average. All pupils make good progress and non-mobile pupils attain well.

Ofsted graded Bush Hill Park Primary School 'good' in 2017 and identified the school's inclusive practice as a strength. As well as being an IQM Flagship school, the school has achieved other awards, including Leading Parent Partnership Award 2022 - 2025 and Healthy Schools.

The Headteacher is proud of the school's inclusive practice and that it is recognised through IQM Flagship school status. She says that, "every child has a story but until we know it, we cannot support them".

At the heart of the school's work are the values of respect, responsibility and resilience, which are embedded through the curriculum and behaviour system and taught explicitly. They are also reinforced through the school rules:

- Choose Kindness
- In the Zone
- Above and Beyond

There is a friendly, welcoming atmosphere when entering Bush Hill Park Primary School and indeed, throughout the whole school. From Nursery to Year 6, pupils are calm and engaged in their learning, despite it being the day of Christmas parties just before the end of term. Pupils were involved in an online reading quiz in Year 6, working in pairs in maths and reading with a teacher, amongst other learning activities.

Bush Hill Park is making very good use of its available space, having become a two-form entry school with a newly established library, a science room set up as a laboratory, space for the recently qualified as Emotional Literacy Support Assistants (ELSAs) and a room for families/parents accessing the Father to Father programme, English as a Second Language (ESOL) classes and the parenting support programme run by the Behaviour Support Service. The school provides thirty full time places in its nursery, plus morning and afternoon sessions, which it allocates flexibly to meet the needs of families; a total of fourteen different options are offered.

While a few classes use Zones of Regulation and the related language to support some pupils, the behaviour model applied across the school is based on the principles of trauma-informed practice. There are two staff champions and all staff have received training on this. It has had a positive impact on behaviour and contributed to the happy, positive learning environment that I observed. Having a Higher Level Teaching Assistant (HLTA) in each year group for cover has reduced the need for supply teachers and has also contributed to the good behaviour. Pupils know the staff and have good relationships with them so can adapt relatively easily if their own teacher is absent. This was certainly apparent during the tour.



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The school's curriculum blueprint underpins the curriculum. It makes explicit the curriculum drivers:

- Never a missed reading opportunity.
- Vocabulary Development.
- Diversity.
- School Values (respect, resilience and responsibility).
- Expectations in terms of high-quality teaching.
- Consistent practices.
- Breaking down barriers.

As the Inclusion Leader says, "Quality First Teaching (QFT) is key so this diagram is shown at the start of all CPD sessions".

Staff spoke about a number of reading initiatives that have been introduced and developed over the last two to three years. These include Super Six in Early Years which has had considerable impact on pupils' vocabulary and reading development. Pupils are immersed in six diverse, high-quality books each half term through related activities such as role play, repetition, recital, tuff tray and cross-curricular links. Echo reading and choral reading have also been developed; children enjoy both activities. They provide a very inclusive approach that allows all pupils to participate. Staff have modelled Echo reading for parents which has been successful in increasing reading at home. Every day, teachers read to their class from a set of books which have been chosen for each year group. The school uses the Read Write Inc. phonics' scheme and this is taught in streamed groups. Phonics' interventions continue up to Years 3 and 4, as required.

To support the large number of pupils with speech and language needs, the school uses Language for Thinking and is introducing Nuffield Early Language Intervention (NELI) into Early Years. We also discussed Talk Boost as another option. The specialist Speech and Language Teaching Assistant (TA), who is part of the inclusion team, trains other TAs in strategies to support pupils, provides resources and liaises with the SALT. She is Elklan trained and has just begun Elklan Level 4.

Another TA runs the library. She teaches pupils the library system and tries to promote a love of reading. Other TAs, with whom I spoke, run interventions including pre-reading for the lowest 20%, language enrichment activities, one-to-one reading and phonics. They say that, where possible, interventions take place in class. Resources used by TAs in class include task boards for individual pupils in Key Stage 1 (KS1), Now and Next boards, visual timetables and visual communication cards for non-verbal or English as an Additional Language (EAL) pupils which are adapted to suit the pupils.



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Several pupils are new arrivals. Staff carry out a rigorous admission process in order to identify needs and while Fresh Start has been used to support these pupils, the focus is on Quality First Teaching. The school uses Language Line to support with translations and is also able to call on the staff who speak Turkish, Greek and Albanian. We discussed the possibility of having an option to translate the website.

For those pupils working at greater depth, teachers ensure they provide stretch and challenge. Year 6 pupils are streamed in core subjects and booster sessions are arranged later in the year.

The Year 5 and Year 6 pupils, with whom I met, are confident about speaking to any member of staff if they have a problem. They can also seek help through the Worry Boxes.

Pupils say that they feel safe in school and behaviour is, “mostly good” and “bad behaviour is not accepted”. They talked about the three rules: Above and Beyond, In the Zone and Choose Kindness. They understand the three school values, being able to say what each one means to them and that they are often talked about in assemblies.

There is an active and enthusiastic school council which meets every two to three weeks, members of which are elected following speeches and voting. Pupils say that the school council asks for others' views and gives them an opportunity to suggest improvements to the school. Other responsibilities that pupils have include lunchtime rangers, library monitors and gardening club.

Pupils are very positive about school and particularly like all the celebrations and events, spending time with friends and the support and good explanations that teachers give them; they all believe they are making good progress with their learning. The two pupils who joined the school in Year 2 and Year 3 spoke about how they were helped when they joined.

At Bush Hill Park the wellbeing of both pupils and staff is a priority. Examples of support for pupils are a school counsellor; a mental health lead; boxing mentoring which is mostly for groups of boys but there is also one girl group and coaching to support the transition to secondary school.

Staff say they feel valued and supported by leaders including through family difficulties; staff are supportive of each other. Staff feel consulted and listened to. They feel able to air their views and know that leaders will take account of them. There is a democratic, open-minded approach to leadership. They say there is good teamwork and everyone is so friendly; this is good for the children as they pick up on the good relationships. Some examples of staffs' comments are:

- “The approach here is that you are human first.”
- “I have never felt so supported in a school.”



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Teachers really like the WalkThrus. They find them supportive and appreciate the fact that, from WalkThrus, selecting the six points which are areas the school wants to improve is a collaborative decision and that professional development is based on these. One said, "It really works". Support staff have received training, including in one-to-one reading and have particularly liked the opportunity to observe each other doing this. They hope there will be further opportunities to observe and receive feedback from each other, perhaps in trios. Teachers say the trios and quads are an effective CPD opportunity for sharing practice and building relationships.

The school does a great deal of work to support families. Those, with whom I spoke, say their children love school, are achieving well and are well-prepared for secondary school. There was particular praise for how well different needs are met, the encouragement their children receive, the approachable staff and the 'Father to Father' programme which has helped prepare pupils for transitions and suggested techniques to address problems.

There are coffee mornings, a food bank and parent sessions on subjects such as online safety. Recent Parent Teacher Association events have included discos, hot chocolate and doughnuts and The Twelve Days of Christmas.

While the parents I spoke to say the communication from school was very good, they are aware that some parents do not read emails and would like information on paper. It has been difficult to engage some parents, although it seems that there is some improvement and some parents, especially in Early Years, are keen to be involved in school activities.

The Chair of Governors has been a Governor for five years. She has recently taken on responsibility for inclusion with another Governor who has the role of Link Governor for Pupil Premium. She explained that inclusion and trauma-informed practice underpin how the school operates and that, during meetings, anything discussed includes how different groups are catered for. She praised the school for its inclusivity and commented positively on the way families are supported, the staff who are positive role models and how pupils' self-worth and cultural capital is developed. She says that the aim is for, "every child to feel valued".

Bush Hill Park Primary School has good links within Enfield Local Authority, including the Enfield Primary Heads Association, Enfield Communication Advisory Support Service and the Enfield Town Schools' Partnership. The latter provides opportunities for staff to attend different groups, for example, Deputy Headteacher forum and Designated Safeguarding Lead (DSL) network, to train on behaviour management, to share good practice and to take part in Science, Technology, Engineering and Mathematics (STEM) and photography projects. As a member of the Haringey Education Partnership, the school receives support with developing the curriculum, pedagogy and leadership.

Local special schools provide very good support. The Inclusion Leader visits as many pre-school providers as possible before children join Reception. There are links with two local secondary schools and the school provides placements for students from Herts College and trainee teachers from 2Schools Consortium.



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Bush Hill Park Primary School is an excellent example of inclusive practice. Inclusion is really embedded. Leaders are proactive in evaluating and adapting provision to meet a wide range of pupil needs. There is a real sense of passion and purpose that comes across from the dedicated staff who have, together, created an inclusive and happy learning environment.

It was a pleasure and a privilege to visit Bush Hill Park Primary School. Thank you for your warm welcome and an informative and interesting day.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor Anne Del Greco

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd