



Report on IQM Inclusive School Award



School Name Barrow Hedges Primary School

School Address Harbury Road
Carshalton
Surrey
SM5 4LA

Head/Principal Mrs Louise Wood

IQM Lead Mrs Michelle Rondeau

Assessment Date 8th June 2023

Assessor Ms Heather Coward

Sources of Evidence:

- IQM Self Evaluation Report
- School Development Plan
- School Website and policies
- Ofsted Report
- National Data
- Pupils' books
- Learning Environment
- Newsletters
- Learning Walks
- Observation of play time

Meetings Held with:

- Headteacher
- Inclusion Lead/IQM Co-ordinator
- English Lead
- EYFS Lead
- Pupils including the School Council and Eco Warriors
- Teachers
- Teaching Assistants
- Parents, carers and guardians
- Governors



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Overall Evaluation

Barrow Hedges is a popular three form entry primary school with nursery provision in Carshalton, Sutton. It has been part of the Cirrus Primary Academy Trust (CPAT) since 2018. There are currently 692 pupils on roll. 9.25% of pupils are identified as having Special Educational Needs (SEN); 21 of these pupils have an EHCP. The school has an above average population of pupils from minority backgrounds and 30% of pupils speak English as an additional language (EAL). 9.6% of pupils are eligible for free school meals which is lower than the national average.

In April 2022 Ofsted judged Barrow Hedges to be a 'Good' school and recognised that, "there is enough evidence of improved performance to suggest that the school could be judged outstanding if we were to carry out a section 5 inspection now. The report highlighted that, "Leaders collaborate with parents to help the whole community understand disability. Pupils have deep respect for their peers with SEND. This is a truly inclusive school."

When asked to describe inclusion at Barrow Hedges, the Inclusion Lead said it would be a picture of everyone holding hands. This image encapsulates what I noticed during the assessment days. From the moment you enter Barrow Hedges, you are made to feel welcome and the environment feels very warm and inviting. Inclusion is reflected in the displays around the school, which are celebratory, informative and show the pride the pupils have in their learning. Staff and pupils appear happy and all interactions seen were positive. During learning times, pupils are engaged in their learning and the environment is adapted to support all learners in all areas of the curriculum.

Support for pupils with additional needs, both cognitive and Social Emotional and Mental Health (SEMH) is excellent. Across the school there are adaptations and reasonable adjustments made to support all learners, whatever their needs may be. Provision is monitored closely and pupil progress is tracked.

Leaders have worked hard to overcome the challenges brought on by the Covid 19 pandemic. The Early Years Foundation Stage (EYFS) Lead spoke about the need to increase provision for language and communication support and how the curriculum and learning environment has been adapted accordingly. Staff have addressed the mental health and wellbeing needs of pupils, staff and families and provision for this came across as a real strength. Just one example is how the Inclusion Leader introduced Zones of Regulation which is now used effectively across the school. All staff now understand the importance of emotional regulation and how it impacts behaviour.

The school actively promotes staff development and training and has developed a team with strong expertise who are well skilled to meet the needs of all learners. This was highlighted in the April 2022 Ofsted report, "They train staff exceptionally well, so that staff understand the intended learning and how to teach it. This means that all pupils, including those with special educational needs and/or disabilities (SEND) achieve well." Collaboration is strong and the five schools in the Trust work well together to develop practice and support each other.



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Staff are committed to the school's inclusive ethos. Most teachers have additional responsibilities and many have an inclusive focus, for example the Autism Champion and Mental Health Lead. Staff I spoke to are really dedicated about inclusion and shared how they have been involved in the school's journey towards the IQM Inclusive School Award. For example, continuing their professional development and implementing change. The Autism Champion spoke about his passion for developing understanding of neurodiversity across the school community and support for pupils.

From my time spent at Barrow Hedges, I got a real sense that difference and uniqueness are embraced and celebrated. Special assemblies raising awareness such as Attention Deficit and Hyperactivity Disorder (ADHD) and autism happen regularly; they learn that everyone is unique and everyone can achieve and be successful. Another lovely example was from a parent and pupil who led a Down's Syndrome Awareness assembly.

The school's cohort is becoming increasingly diverse and the school has welcomed many families from the Hong Kong resettlement scheme. Around forty different languages are spoken at the school and these languages are celebrated through displays, photos of children and language they speak as well as 'Language of the Week'. Multicultural days are held yearly where pupils explore new cultures through parent visitors, stories, food, dances and new languages. Every pupil is given the opportunity to share a piece of their culture with the class. The EYFS Lead summed up; "what underpins the great practice is the passion for the uniqueness of the children. Everyone is embraced. Everyone is special and unique. We want the children to go home with a treasure box of memories".

Pupils have a real opportunity to thrive both academically and socially at Barrow Hedges. The extra-curriculum and enrichment the school offers are a strength and are recognised by staff, pupils and parents. "We seek to equip children with the knowledge and cultural capital they need to succeed in life" and therefore pupils here receive a "good diet of experiences". Through the curriculum, extra-curricular activities, trips and visits, rich and continuous opportunities are given. On the days of my assessment visit, Year 2 pupils went to Kew Gardens and the Reception classes went to the seaside. Pupils I spoke to were excited to tell me about all the trips and activities they have attended, the Year 5 trip to France to see the war graves being a highlight. The after school inclusive dance club run by the Family Support Worker is popular and is celebrated at the end of the year with a performance for families. When asked what makes her school special, one pupil said, "How much everyone gets the chance to do everything. We get the chance to do things we've never done before".

Inclusion benefits the whole community at Barrow Hedges. Families spoke about how pupils can learn about respecting differences and how they themselves learn too. Pupils explained how the school has instilled core values and taught them how to be citizens of the future; "Do not judge people" and "Uniqueness is celebrated here. We want to celebrate everyone, even if it's just one person".



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I am of the opinion that Barrow Hedges Primary School fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Mark and be reassessed in three years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. The school does not wish to apply for Centre of Excellence at this stage.

Assessor: Heather Coward

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



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Element 1 - The Inclusion Values of the School

Inclusion is seen as a priority at Barrow Hedges. The Inclusion Lead is part of the Senior Leadership Team and a member of the local committee governing body. The school's vision "Every child thriving every day" is underpinned by the five values which are central to the inclusive ethos: 'inclusion, kindness, respect, honesty and ambition'. From my visit, it is evident that all staff, pupils, parents and governors are fully aligned to this inclusive vision and all were able to articulate what inclusion meant to them. This inclusive ethos is also clearly visible on the school website.

The inclusive ethos and curriculum of the school promotes attitudes of understanding and acceptance of individual differences. Pupils are proud to be part of the inclusive community. When asked about inclusion, pupils said "Everyone does respect each other here." The core value of respect is very visible and differences are very much celebrated. Special days are observed, for example, an Odd Sock Day for Down's Syndrome Day and on the day of the assessment, pupils wore yellow to raise awareness for Cystic Fibrosis.

The Headteacher chose the word "collaborative" to describe inclusion at Barrow Hedges. The whole school community works together to create a culture that all pupils can achieve. All staff were involved in completing the IQM Inclusive School Award Self Evaluation Report and all stakeholders contribute to the School Improvement Plan, including the pupils. There is the belief and understanding that everyone is responsible for inclusion, "therefore we consider ourselves all to be leaders in inclusion, working together to improve outcomes for all our children".

Staff know all of the pupils well and there is a clear analysis of need leading to positive outcomes for those who need additional support. Effective communication between staff, for example Cause for Concern forms and regular dialogue between year group leads and Teaching Assistants, ensure that the appropriate support is implemented successfully. Year groups meet regularly with the Senior Leadership Team and SENCo to discuss attainment, progress and support. Staff use the Edukey provision map online system to write and review SEND targets. The progress of pupils with EHCPs is tracked through their small steps folder and these are monitored regularly by the Inclusion Manager. The school buys support from external agencies including an Educational Psychologist and Speech and Language Therapist. Interventions are chosen based on research and recommendations from professionals. The Inclusion Lead thinks clearly who leads these interventions and carefully monitors impact.

Effective transition processes are in place for all children; not just when they move key stages but between year groups. Transitions are well planned for, especially for those with additional needs.

Next Step:

- To further develop Nurture groups once staff have attended nurture training and embed this across the school.



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Element 2 - Leadership and Management and Accountability

The school has a strong, well-established Senior Leadership Team that has an inclusive, ambitious and aspirational vision for the school. It is outward facing; constantly reviewing ways in which it can improve the inclusive provision. The Headteacher explained that there is a lens of always wanting to improve and there are effective structures and systems of evaluation in place. Monitoring systems are robust and improve the quality of provision for all pupils. Monitoring activities such as learning walks, book looks and pupil voice always have an inclusion focus.

Everyone is seen as a leader at Barrow Hedges and “all leaders are leaders of inclusion”. There is an effective cycle of continuous professional development to allow them to do this and subject knowledge and expertise is constantly improving. The Professional Development Meeting (PDM) timetable includes external visitors leading training, for example, an ADHD specialist. Individual staff are also encouraged to share their knowledge by leading staff training, for example, the Emotional Literacy Support Assistants (ELSA), Mental Health Lead and the Autism Champion, both in school and across the CPAT.

Staff feel listened to and senior leaders are responsive to their needs. Emerging issues teachers are experiencing are addressed through training. Senior leaders were aware that some teachers completed their teacher training and Early Career Training (ECT) years during the Pandemic and additional support was put in place. Teachers find the Senior Leadership Team learning walks helpful and appreciate the feedback. Teachers have worked in Learning Trios to peer observe and reflect on their practice together. Teachers have also taken advantage of visiting other schools in the Trust.

Staff are given the opportunity to develop their careers, passions and interests here, including Teaching Assistants who have been given specific roles such as ELSAs and Family Support Worker. Leaders spot potential, for example two midday supervisors now work as 1:1 support in the EYFS and a class teacher who began as a Teaching Assistant at the school, completing teacher training through the Straight to Teaching programme. Middle leaders are developed as year group leaders and subject leader roles.

Staff wellbeing is a priority and integral to the inclusive ethos at Barrow Hedges. Staff feel well looked after and many staff spoke about the open-door policy that the Headteacher has, “she is so approachable and really cares about her staff”. Specific wellbeing strategies, such as staff Zumba classes, are in place and leaders regularly review the staff wellbeing action plan. The Trust’s Human Resources (HR) department run monthly surgeries and sends regular wellbeing newsletters which staff find very useful. Those with particular responsibilities, such as ELSAs and the Designated Safeguarding Leads, have regular supervision. Staff also appreciate the opportunities to celebrate achievements, for example staff socials and the yearly recognition awards run by the CPAT Trust, where staff are nominated by their colleagues. Teaching Assistants spoke about how staff show gratitude towards everyone and how this has led to staff feeling valued and appreciated. This has all led to high staff retention.



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When asked about inclusion at Barrow Hedges, governors said, “it’s just embedded”. Alongside regular governor meetings, governors make focussed and productive visits to the school, meaning the Governing Body is well informed and knowledgeable about inclusion in the school. These have included inclusion walks, curriculum days, assemblies and meetings with leaders. Governors were able to talk about particular examples of school improvement, for example the developments in the playground and the positive impact this has had on behaviour. They also discussed the positive wellbeing offer for pupils and staff and explained that this is always on the agenda at meetings. The lead governor for inclusion was able to sum up, “The school values every single child, from all backgrounds.”

Pupil Premium (PP) funding is used wisely and effectively and the school has ensured that the gap is closed. Carefully devised targets and interventions are in place for pupils in receipt of PP, for example phonics. There is an out of class qualified teacher who leads maths and English interventions in Year 5 and 6 and PP pupils are prioritised. The EYFS Lead noted higher levels of PP in EYFS and used PP funding for toys and resources that support their interest and engagement. The school ensures all children can attend trips and sports events.

Next Step:

- Continue to develop the School Council’s School Improvement Plan and share with all stakeholders including parents, carers and guardians.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

As part of the CPAT Trust, the school has adopted an ‘umbrella’ Curriculum Policy which all the schools follow, aligning to the Trust’s vision and values. From this and the National Curriculum, Barrow Hedges has designed its own curriculum which is broad, balanced and relevant to its pupils. Learning is organised into half termly themes with each theme comprising objectives taught under each curriculum subject area. Curriculum roadmaps ensure learning is progressive.

Pupils' work in books and displays demonstrate that lessons are creative and planned carefully to engage and motivate the pupils to learn. Therefore, all pupils make progress across the curriculum. Pupils could talk confidently about their learning and were proud to share their learning achievements, especially in Art and Design Technology. A pupil with Down’s Syndrome proudly told me about his love of painting and some of the pieces of artwork he had created. The inclusive offer extends to the opportunities the pupils receive across the curriculum. All children have the chance to play a musical instrument and these are adapted to meet all the physical needs pupils may have.

Reading is championed across the school and children are exposed to a wide range of texts. I attended the weekly Key Stage One storytelling assemblies led by the English lead where books are carefully chosen, photos of authors are always shown and vocabulary is shared with visuals. Money has been spent to develop a reading area to increase confidence and interest for less fluent readers in Key Stage Two. Enjoyable and interesting decodable books are now available which the pupils really enjoy.

The cultural diversity in the school community is celebrated and leaders regularly review the curriculum and complete resource audits to ensure all pupils and families are visible. “We don’t stand still when it comes to the curriculum, we tweak it to match the needs of the children”. Evidence can be seen in curriculum maps, books and corridor displays, for example, when learning about Space, Year 1 learn about Mae Jemison and Katherine Johnson as well as Neil Armstrong. Pupils learn about civil rights including suffragettes and Rosa Parks. Children also learn about different faiths.

Next Steps:

- To develop pupils’ vocabulary of inclusion children for example neurodiversity.
- To adapt the curriculum further to reflect the Hong Kong community and to work with the community.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

During the assessment days, I had the pleasure of visiting all classrooms and learning spaces. All classrooms are accessible, inclusive, purposeful for learning and consistent across the school. Teachers were able to explain how a Quality First Teaching approach underpins their practice and how the recent focus is having all staff work in line with Rosenshine's Principles of Instruction. "Adaptation over differentiation" has been adopted and teachers carefully use scaffolds, resources, working walls and visuals to ensure all pupils make progress. Lessons are varied and provide challenge, for example independent layered tasks which deepen understanding. Learning journeys are shared at the beginning of every lesson including prior learning and teachers find out what the children already know using KWL grids; what they know (K) about a particular topic, what they want to know (W), and at the end of the topic, what they have learnt (L).

Staff use a wide range of strategies to ensure all pupils are included in the classroom. Classroom displays across the school are consistent and pupils talk about how these support them, for example working walls for maths and English, vocabulary displays, visual timetables and wellbeing prompts. Displays in corridors celebrate pupils' work across the curriculum. For those that need them, bespoke workstations are used effectively both in and out of the classroom. Training on the sensory needs of ADHD pupils means these pupils are supported through wobble cushions, fidget toys and movement breaks.

The building and grounds at Barrow Hedges are large and leaders have carefully utilised every space to support inclusion. There are adjoining corridor spaces off classrooms which are used for small groups and 1:1 intervention. The Snug area is used to self-regulate and pupils can talk through behaviour with an adult. The amazing Sensory Room provides pupils with the environment to support, when calm needs to be re-gained and sensory needs cannot otherwise be met. The learning environment, including the outdoors, for EYFS is excellent. There are clearly defined areas and everything is accessible to create independence; it is organised and labelled so children can select what they need.

Leaders have listened to the pupils and have adapted the playground accordingly; it is zoned into Tortoise areas where children can play quietly, for example storytelling and drawing, and Hare areas for more physical games and sports. Leaders noticed the need to support and develop language during social times and therefore employed a local artist to create meaningful murals around the school. These include conversation starters and storytelling prompts in the playground, and pictures and words from traditional nursery rhymes at the entrance to the Nursery, encouraging parents to read them with the children whilst they wait. Future plans are to develop the former swimming pool area with large play equipment to develop pupils' gross motor skills, in particular those with Down's Syndrome.



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Technology is used effectively to support learning. All pupils in Year 5 and 6 have a Winbook laptop which they use in school and at home. The school is well equipped, for example Chromebooks. Those in receipt of Pupil Premium funding are given laptops to use at home. Pupils especially proficient in computer skills are chosen as 'Digital Leaders' and help their peers during computing lessons.

Next Steps:

- Continue the Learning Trios and the Teacher Research Groups across the Trust.
- To continue to provide opportunities for peer observation across the Trust for all teaching staff.



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Element 5 - Assessment

Assessment procedures are rigorous. All staff use progress and attainment data to identify gaps in learning and plan effective learning opportunities accordingly. Pupils are tracked carefully including vulnerable groups, for example those who are working 'out of year group'. Termly Pupil Progress Meetings are attended by the Senior Leadership Team and year groups leads and identify academic gaps and SEMH needs. Cohort action plans for each year group are created and interventions are put into place. An ongoing assessment dialogue happens between all staff including Teaching Assistants.

Assessment happens across the curriculum and Knowledge Organisers are used as an assessment tool for foundation subjects. THE EYFS Lead runs a thorough assessment process to ensure no pupil is left behind. Nursery managers are experienced in identifying needs and use observations to track progress. After baseline assessments are completed, the EYFS Lead meets with the Inclusion Lead to discuss how to address gaps.

In lessons, pupil progress is checked through effective questioning and the use of strategies such as talk partners and mini whiteboards. Opportunities for pupils to reflect on their learning is evident in books. A growth mindset is promoted through the school with Learning Heroes which are displayed in every classroom from EYFS to Year 6. The language is modelled and shared during learning and pupils could talk about how these heroes help them.

Next Step:

- For pupils, including those with SEND, to be aware of their targets across the curriculum.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

From my visit, it is clear that Barrow Hedges is a happy and welcoming school and pupils are proud to attend. This allows all learners to thrive. During the assessment days, the pupils were friendly and respectful to me and each other and were very keen to talk to me about what they love about their school. Expectations are clearly understood by pupils. They know their school values and talk about how they are rewarded for their achievements such as Star of the Day, class marble jars and Headteacher awards. Behaviour and attitudes are therefore excellent due to the consistent approach that begins in the Nursery.

Pupils feel safe and cared for at school and are encouraged to talk about and share their feelings. Staff members are on the school gate every morning to welcome every child, ensuring a positive start to the day. Worry boxes and Zones of Regulation are in every classroom. Duplo blocks are cleverly used so pupils can share which zone they are in.

Early identification and effective interventions and strategies are in place to support pupils with behaviour and their SEMH needs. The 'You are Awesome' program is in place to develop pupils' self-esteem and confidence. The Autism Champ has received training and now leads a club for pupils who struggle with transitions. The behaviour mentors and ELSAs are invaluable. One pupil was able to talk about the impact of their ELSA sessions, "I don't panic as much anymore because of ELSA. It teaches you how to get things off your chest. It really helps." The ELSAs also deliver staff training to raise awareness of the programme and strategies that can be transferred into the classroom and playground. Leaders are also thinking ahead about how else to support SEMH with two members of the Senior Leadership Team booked onto Nurture UK training next term.

Next Steps:

- To continue the Department for Education (DfE) Behaviour Hub programme.
- To revisit the behaviour policy including thinking about an updated rewards system possibly linked to school values.



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Element 7 - Parents, Carers, Guardians

During the assessment I met with a number of parents, carers and guardians who were very willing to talk about their positive experiences with the school. They used words including “supportive,” “very understanding”, “nurturing” and “caring” to describe the school and said that “children are challenged to flourish”. Families spoke about how the culture of inclusion is embedded in all the pupils; they are role models in and out of school and show everyone respect.

Everyone spoke very positively about the staff. They said that the relationships staff have with the children are exceptional and believe that all pupils are supported no matter what their needs are. They described teachers as “very inclusive” and that, “Teaching Assistants are invaluable”. I also attended the SEND parent coffee morning and had the pleasure of speaking to parents, carers and guardians of pupils with additional needs. One shared that they feel that their child is “accepted as one of the gang”.

Through dialogue with parents, carers and guardians, it became clear that communication with the school is very strong. They talked about how needs are spotted quickly and concerns are listened to and acted upon. They appreciate the information that the school shares, for example the half termly Hedgeline newsletter updating them on what has been happening and celebrating achievements and the Monthly Magpie letter signposting information about the local community and free activities to do outside of school. In the EYFS, the Tapestry online learning platform is used to share learning with parents which parents really value.

Everyone spoke about the positive impact that the school has had at home. Examples were given of when staff have supported parents with how to help their child at home with learning. A parent spoke how this has really helped her relationship with her child. Pupils teach the parents and carers the language surrounding mental health and wellbeing they have learnt at Barrow Hedges. One parent was willing to describe how, because of the support the school has given, “I have found the words to use and can now communicate with him”.

Families are made to feel welcomed in school and are very involved in school life. Relationships are developed as soon as the pupils start school with home visits and family stay and play sessions. Parents have led assemblies in school and have sent whole school information letters about specific disabilities. The school responds to family needs and plans appropriately. For example, after noticing parents were not reading at bedtime, a storytime workshop was set up. Additional family workshops have included phonics, maths and SALT led training on communication and the importance of talking. At the SEND parent coffee morning, parents were joined by the school’s Autism Champion and the Local Authority’s EHCP co-ordinator. These informal



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meetings happen regularly and are really appreciated. Family members have volunteered their time, for example gardening and painting the EYFS outdoor area and another parent comes into school to teach SEN pupils music. This is a testament to the positive relationships the school has built.

Next Step:

- To introduce a parent coffee morning focusing on all areas of Inclusion.



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Element 8 - Links with Local, Wider and Global Community

The school works effectively with the other four schools in the CPAT and this has led to improved inclusive practice. Professional Development opportunities and support are in place, for example staff training, moderation and the Trust SENCo network. Trust reviews happen termly and have included an inclusion focus. Teaching Assistants spoke about how they have enjoyed working with the other schools and how this has developed links and resources across the Trust.

Staff from Barrow Hedges share best practice and the Trust benefits from their expertise. The Headteacher, English, Maths and EYFS lead form part of the Trust's School Improvement Team. The Headteacher also mentors other leaders in the Trust and many other staff lead training and support across the family of schools.

The Local Authority has recognised the school's successful work in supporting pupils with Down's Syndrome leading to writing a pathway to support other schools. The school takes advantage of the strong offer from the Local Authority. Transition days are held annually for pupils moving from Nursery to Reception and from Year 6 into secondary school, attended by SENCo and Designated Safeguarding Leads. The schools within the Borough SENCo Cluster work closely together to share best practice and ideas and visit each other to complete peer reviews. The Senior Teaching Assistant for ELSA is the school Trauma Champ and attends monthly meetings run by the Borough's Educational Psychologists.

The school has developed partnerships with other education establishments to enhance its curriculum. Community events such as Yule Fest, choir and sporting events take place with nearby schools. Pupils in receipt of Pupil Premium visit the local grammar school to raise aspirations. Teachers from the local secondary school visit to lead assemblies during Science Week.

Next Step:

- Continue to revisit and develop community links including local charities.