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Flagship Review Date: 11th December 2019

Summary

Eversley Primary School is an excellent example of inclusion. The atmosphere in the school during the IQM visit was an absolute joy to experience. There is a true sense of drive, determination and ambition amongst the leaders which means they are constantly evaluating their structures and processes including curriculum design to ensure positive outcomes for all pupils in terms of their academic and personal development. Leaders and staff have achieved trust and collaboration amongst its community which includes not only the pupils but also the Governors and parents.

In discussion with all staff, there was a sense of passion, purpose and excitement that drove developments forward. Each member of staff pursues ambitious and aspirational outcomes within their own area of expertise. They work collaboratively together to ensure the aims of the school are met for each pupil to 'Enjoy, Persevere and Succeed'. Appropriate sequencing of learning through an exciting topic-based curriculum and a focus upon positive outcomes in reading, writing and maths has resulted in pupils' attainment being higher than the national average. The curriculum is underpinned by the four key drivers 'Values, Enterprise, Enrichment and Health and Well-Being.' In Year 1 for example, the theme for the Autumn term is 'It's Good to be Me!' The theme incorporates the drivers within learning reinforcing not only the knowledge, skills and understanding within each subject area but also activities that address the importance of the key drivers in pupils' personal development.

Quality first teaching, the use of a range of resources, art, music and sport as well as an array of extra-curricular activities ensure all pupils are included in the day to day life of the school. Pupils interviewed reinforced their love of coming to school explaining that they really enjoyed learning. They liked the 'bright and pretty walls', 'best ever teachers and friends', 'creative activities', 'we learn something new every day.' The teachers set targets and 'I can' statements which help you focus and learn.' The pupils were very proud to show their work in their English and Maths books. Every book was extremely well organised incorporating expectations of presentation, learning objectives, success criteria, next steps, prior learning, marking codes and pupil self-evaluation. The pupils also discussed in depth, the impact of the introduction of mindfulness on their well-

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being. They were very enthusiastic to explain and show strategies to support them in their own emotional well-being that helped them to focus and concentrate on their learning. All pupils displayed excellent listening and verbal skills as well as co-operation, empathy and teamwork throughout the meeting. It was a delight to witness their enthusiasm for their school and their appreciation for the leaders and the staff. They felt their efforts were rewarded through praise, activities such as Celebration Assemblies and 'Superstar Tea with the Head' on Fridays as well as certificates to take home.

Two Year 6 pupils who conducted the learning walk explained that they loved learning and the topic-based curriculum approach. This was reflected in the wonderful displays on the walls to show the impact of their learning. They also stated that they appreciated the fact that their 'learning was brought to life' by a visit to such places as the Verulamium museum. They also spoke of trips abroad and twinning with a school in Paris through the Erasmus project taken on by the school which has supported the positive impact of French being embedded across the year groups. All school visits support pupils to enjoy and to develop their knowledge, skills and understanding more fully across the curriculum. This ensures that learning is deeply embedded into the pupils' long-term memory.

During the tour we visited the music room where a group of pupils were practising their singing for their end of term performance. The pupils explained that musical instruments are taught with Year 3 learning recorders and Year 5 learning the ukulele. Year 6 practise their singing in preparation for performing at 'Young Voices' at the O2 in 2020. Displays in Reception and KS1 were exceptional including three-dimensional displays in the corridors related to the theme 'All About Me' as well as a 'Superstar of the Week' outside each classroom explaining why the pupil had been awarded the accolade as well as a profile of the pupil. The four Eversley Houses were clearly displayed as well as a 'Values Tree' incorporating the 'Eversley Values'. Within the hall, a wonderful display was seen celebrating the different cultures and values of the world. The pupils conducting the Learning Walk were very proud of the flag display which they helped design and produce. Throughout Reception and KS1, pupils were fully focussed on reading with phonics and literacy groups taking place within the classrooms and the library. Displays reinforce reading through colourful figures and drawings relating to books such as 'Elmer the Elephant', the 'Gingerbread Man' and 'The Three Little Pigs'. All classrooms support learning through displays on the walls relating to topic work, Maths and English. The displays spill out into the corridors with sensory walls supporting kinaesthetic learning. The outstanding outdoor areas support structured play according to each key stage as well as a bespoke Forest School area and two separate areas for gardening for pupils in Year 1 and Year 2.

In the KS2 building, the main hall is used for whole school assemblies as well as productions and physical activities. All classrooms were well planned and organised for learning appropriate to KS2. Art displays were in abundance throughout the corridors as well as in the classrooms. As in Reception and KS1, English and Maths displays supported learning. Pupils were fully engrossed in Maths in every classroom with pupils explaining that they enjoyed achieving the next challenge once they had completed the initial challenge in their maths. During the Learning Walk, the Year 6 pupils explained the importance of the school values and how they underpinned their

fundraising activities showing 'generosity' to those in need. A fundraising display showed how much pupils had raised for a variety of worthy charities. The pupils also stated that they were in the process of collecting food for the local food bank. One of the pupils explained that the value of the month reflected that 'Christmas is about giving. It is more joyful to give than to receive.' He stated that 'for a child, this is hard to accept' but he felt that the pupils should think about those less fortunate than themselves. It was exceptional to see their level of emotional intelligence towards the values of the school and how they felt the values had an impact on how they viewed the world and treated others. They also explained that they could 'live' the values through the 'The Eversley Parliament.' The parliament consists of a Prime Minister (one of the Year 6 tour guides), Deputy Prime Minister and Cabinet Members. The Parliament was voted in by the pupils. Each candidate had to write a speech, the pupils then casted their vote. The Cabinets consist of Environment, Finance, Teaching and Learning, Enrichment, Enterprise and Health and Well-Being.' The pupils explained that each cabinet was designed to promote pupils voice and to create actions to make Eversley 'even better'.

It was impressive to witness the well thought out learning environment. It was clear that in every classroom teaching and learning is planned to ensure that pupils can access the curriculum and achieve at the appropriate level. Throughout the year groups, learning supported pupils to aspire to the next level. Classrooms housed well thought out resources including learning walls.

Throughout, the school was 'buzzing' with learning. It was a joy to see the 'Story Café taking place with the Year 4 pupils and parents using the book 'Flotsam' by David Wiesner. The Reception pupils were taking part in their end of term Christmas performance with parents enjoying watching their children. The PTA were in the KS2 hall selling presents for the children to choose and buy for their parents, another group of KS2 pupils were enjoying PE outdoors whilst others were engaged in learning in the classroom.

Throughout the Learning Walk, there was a sense of purpose amongst staff to ensure positive outcomes for the pupils along with supportive parents willing to give up their time for positive outcomes and to ensure all pupils feel valued.

The Leaders have worked collaboratively together to develop awareness of Mental Health within the school and to support the whole school community including but not exclusively pupils with SEMH needs. This has been at the heart of the Leaders' strategic vision. The Leaders have developed a systematic whole school approach to 'Well-Being and Mental Health' through scrutiny of school routines. As a result, a whole school drive has resulted in the implementation of a host of innovative actions and strategies across the school.

Through SWERL (a knowledge-exchange programme), UCL Centre for Inclusive Education (CIE) in partnership with the school's SENCO and Inclusion Manager (with agreement from the Governors) they identified two domains from the SWERL handbook to focus upon namely 'Enabling Environments and Building Relationships.' Year 4 was used as the pilot year to identify where pupils felt the most vulnerable. This has addressed the needs of pupils and staff to feel safe and supported. As a result of an audit, cloakrooms have been closed and instead, each pupil has a locker. The previous

cloakroom areas have been redesigned to support intervention work supporting pupils' learning and emotional well-being. Lunchtimes have been staggered to prevent overcrowding and to de-escalate challenging behaviour in the playground. Leaders believe that the changes have had a positive impact on behaviour as well as staff well-being. Behaviour incidents have been reduced at lunchtimes. The pupils enjoy having lockers and as a result, more space has been created for interventions.

Two teachers have attended the 'Teach Paws b Mindfulness for 7-11 Years.' As a result, the Year 5 and Year 6 pupils have weekly Mindfulness sessions. In addition, in discussion with the Deputies, they have identified that there was a growing need amongst the school community to develop self-confidence and emotional resilience in challenging situations and to reduce anxiety. Consequently, structures and processes have been put in place to ensure excellent practice. These include CPD training for staff to develop their awareness of Mental Health and Well-Being needs, a referral system to SLT for any staff concerned about a pupils' Mental Health and Well-Being including a detailed concern form, an appendix on possible signs as well as possible risk factors. This has been very supportive in helping staff to evaluate the needs of the pupils. From this, 'live files' on pupils with an identified need are discussed at weekly SMT meetings and the appropriate support is put in place and monitored.

The Government's priority of increasing access to and availability of mental health and well-being support for children and young people has resulted in the school being chosen as a pilot school, this has proved very successful. Two trainee education mental health practitioners (EMHPs) have been allocated to the school. They are supervised and supported through the NHS to gain the necessary skills and abilities to deliver high-quality, evidence-based early interventions for SEMH pupils. This also means the staff feel supported in dealing with some extremely challenging pupils.

Within the school, the Deputies identified that there was a need to introduce additional programmes for 'Mindfulness' in school, as a result, all staff have been trained in 'Mindful Magic', it is being piloted across the school. Six lessons are being taught by class teachers over a course of time. The programme brings together 'Five Magic Spells: Breathe, Focus, Move, Create and Meditate.' In discussion with the teachers and pupils, they felt that this had a positive impact on learning and emotional well-being. The staff said that the pupils had enjoyed the lesson delivered and that 'Mindful Magic' also provided a toolkit for pupils to use. The pupils demonstrated some of the mindfulness activities they can use when they feel the need to. They also stated that their teachers used them in class after playtime and if they needed to settle down, if the class had become a 'bit too noisy'. The teachers felt that the training had given them a structure to build Mindfulness into the curriculum. In discussion with the Middle Leaders, they felt that through Art, Mindfulness could be intertwined through visual images as well as addressing the school values at the same time. A recent example of a picture shared with the pupils of Banksy's art was given. They felt the Mindfulness framework had given the pupils and staff a shared understanding 'of what we do and why we do it.' They stated that they felt the Leaders had kept the staff very informed of the developments in the strategic vision of the school and that 'everyone is involved in the decision making.' After-school Mindfulness sessions have been offered to the staff to support their well-being as well as a quiet space for staff to go. Mental Health Week was also going to be rolled out in May 2020.

Three staff who support pupils with SEN needs respectively felt that they were very well supported in their differing roles. They felt confident in enabling the pupils to progress on their learning journeys. They felt that the differentiation in the classroom meant that pupils progressed successfully, they also had access to CPD training.

The Learning Mentor explained that she had accessed First Aid Mental Health Training and a Bereavement course. She explained that her work included 1:1 support as well as group interventions such as solution circles, managing friendship groups. The LSA explained that she worked on an individual basis with pupils to support them focussing on their individual need to ensure positive outcomes in liaison with the class teacher and Inclusion Leader. The TA explained that he had worked with one SEMH pupil who was successfully integrated back into class. Currently, he enjoyed working within Year 5 across three classes supporting a variety of SEN needs displayed by pupils.

It was clear that the staff were motivated and understood and felt part of the vision to improve Mental Health and Well-Being across the school. They were confident in their ability to plan for learning in a creative and innovative way so that pupils they worked with were engaged in learning.

Equally, the staff in the Nurture Provision were highly skilled and had created an enticing, calm and engaging environment where pupils felt safe and secure to learn. Pupils were baselined using the Boxall profile and then assessed termly. Displays on the wall supported learning with a calm down area called 'The Harry Potter School of Magic' for pupils to use. A 'Zones of Regulation' display supported pupils to identify their feelings, both staff were Ekklan trained, they supported the pupils in a highly skilled way to develop their social and language skills. Pupils in the provision were from Year 2 to Year 5. Work was differentiated to meet the needs of all learners. The Inclusion Leader planned the curriculum for English and Maths meeting regularly with the staff to monitor the progress of the pupils.

The room was organised in a highly attractive way with a kitchen for pupils to have breakfast, a communal table to collaborate with their learning as well as another set of attractive small interlocking tables and a sofa. The timetable followed a structure of Story Time, Mindfulness, English and Maths and a fun activity. The pupils attended each morning and integrated back into class in the afternoon. A discussion took place on ensuring that pupils had the 'tools' and were fully prepared to transfer their ability to focus and learn as well as socially and emotionally develop from the nurture setting to the classroom setting. The staff were highly skilled and showed they had a well organised learning environment as well as empathy for the pupils.

Parents and Governors praised the Head, Leaders and staff. They felt the school supported all pupils to ensure every child had the opportunity to 'Enjoy, Persevere and Succeed.' The Governors knew the school very well and had high aspirations for all pupils. They sent out Termly Governors' Newsletter to all parents, they visited the school regularly and ensured they kept up to date with the changes in the Ofsted Framework. They felt that the staff go above and beyond to ensure the very best outcomes for all pupils. They also felt that Curriculum Plans and developments with the introduction of the fourth curriculum driver of 'Mental Health and Well-Being' had been

positive. They felt the staff upheld the values of the school and that the pupils appreciated celebrating their achievements including 'Superstar of the Week, Afternoon Tea with the Head', certificates home to recognise their adherence to the values, House points to name but a few.

Parents felt that the extra support for their individual children had been excellent. Their respective child was extremely settled and happy. The Head was described as 'phenomenal, inspiring and full of energy.' They both stated that they were 'thrilled with the support' and the openness of the school to allow independent private support to come into school to work alongside the teachers.

The smooth running of the school is a credit to the Head and the Leaders. The staff and pupils show mutual respect. There is a sense that everyone knows the expectations upon them and with the excellent support systems being continually evaluated and developed, each pupil can achieve 'Enjoy, Persevere and Succeed.'

The inclusivity of the environment strikes you from the moment you first enter the school with the colourful display of 'Our School Values'. This immediately entices any visitor to learn more.

It is true to say that Eversley Primary School is a Flagship School for inclusive practice. It provides a positive, caring environment where 'Mental Health and Well-Being' is recognised as being an essential ingredient for pupils to believe they can achieve and aspire to great things. The well thought out structures and processes inspire everyone to be able to develop the confidence and resilience to move onto the next steps in their journey of 'Learning for Life' whilst enjoying the experience.

The Head and Leaders' high aspirations and positive ethos towards their leadership roles means that there is true sense of purpose, passion and drive to continue to improve. They have successfully created an inclusive environment with the deepest respect for all.

I recommend that the school retains its Inclusion Quality Mark 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 Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Project Title: To Support Well-Being, Emotional Resilience and Learning

Actions Agreed for 2019-2020

To develop a whole school approach and policy for Mental Health through:

- Continuing to develop the staff working party for Mental Health.
- To continue to develop pupils as leaders through the introduction of the Mental Health Ambassadors.
- Introduce 'Place 2 Talk' to allow pupils to talk to someone regarding their concerns.
- To continue to develop the use of the 'Worry Boxes' in KS1 and KS2.
- To develop the SEND Hub/Therapy Room for Art and Lego Therapy.
- To develop the research from Jenny Mosely's 'Quality of Circle Time' across the school as well as developing a Circle Time Club at Lunchtime to address friendship issues as they arise.
- Create an indoor club for KS2 pupils for quiet time.
- To continue to ensure high quality daily provision for all SEND pupils.
- To ensure PP pupils are not at a disadvantage in achieving ARE or Greater Depth in line with their starting point.

Suggestions through discussion during the visit

- To evaluate the idea of creating a structure of Staff Learning Mentors matched with a pupil across the school to support emotional and mental well-being
- To research postcards home during school holidays for vulnerable pupils (I forgot to discuss this but wrote it down in my notes.)
- To review the 'Thrive Approach' to support pupils with SEMH.
- To research the organisation Rainbows: <http://www.rainbowsgb.org/>.

Books Recommended to Read

- 'My Hidden Chimp' By Professor Steve Peters.
- 'When the Adults Change, Everything Changes': Seismic Shifts in School Behaviour. By Paul Dix.

Assessor: Mrs Anne Spencer

Date of Review: 11th December 2019