



Inclusion Quality Mark (UK) Ltd

18th July 2016

Ms Jane Pomfret
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Firs Farm Primary School
Rayleigh Road
Palmers Green
London
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Summary

Assessment Dates: 6th and 7th July

Firs Farm Primary is a 3-form entry primary school, serving a diverse population in the London Borough of Enfield. The catchment area is culturally mixed: there are 631 pupils on roll with over 30 different languages spoken by pupils, including Turkish, Romanian, Gujarati and Greek and there is above average mobility. The school has a number of children with a range of SEND, including 10 children with an EHCP and 55 receiving SEND support. An additional 126 pupils receive intervention support, including from a nurture group, 'Rainbow Academy', which supports a small number of vulnerable children on a part time basis.

The school is very welcoming with a warm, friendly atmosphere that is evident from arrival at reception. The environment, both outside in the playground and inside the school is bright, spacious and very positive with beautiful displays in the corridors and classrooms. The head teacher and SLT, set the tone for the supportive, caring, inclusive framework with high expectations of all and they are rigorous in ensuring that the school's inclusive vision, is implemented and thoroughly embedded in the life of the school. They lead by positive, enthusiastic example and oversee all aspects of inclusion. As a result of the combination of excellent teaching and learning strategies, learning support as well as emotional and social support for children and families and a determination for children to achieve, the progress of pupils at all levels, from below average starting points, is above national expectations across the board by the end of KS2. The senior team have an open door policy: they listen to their staff, parents and pupils and are highly respected by all, with the result that everyone works hard as a team to achieve the best possible outcomes for children. The school's Inclusion Leader plays a very important role in developing the school's excellent support for children with SEND and leads the Inclusion Team that works very closely with parents and outside agencies on all aspects of support and safeguarding. The team, which includes the inclusion lead, two teachers and a member of support staff, meets weekly to address all issues of concern. The 'Rainbow Academy' is an excellent nurturing resource for vulnerable children.

Teaching and support staff work exceptionally well together to do their very best for all pupils. They spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed marking of pupils' work. Staff are positive and energetic and are fully committed to the pupils and to the school. They speak very highly of inclusive practices in the school. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning. Lessons are planned in detail, in year teams, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Another feature of the work of this school is the wide range of curricular trips and after school clubs.

Pupils are very happy, articulate, friendly and enthusiastic and behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to and cared for. Pupils enjoy learning and they explain how the teachers encourage them and make learning fun. There are many opportunities for pupils to take on roles of responsibility in the school including the school council, the 'rights respecting' ambassadors, house captains and vice house captains. The 'rights respecting' ambassadors explained the excellent work they do to raise awareness of children's rights, for example, in assemblies and by giving certificates every Friday to children in their classes who uphold the rights. They also mentioned the extensive fundraising they do for international charities, such as, UNICEF, Syrian Refugees, earthquake aid and Water Aid. They also spoke with pride about the voluntary work their staff do to support homeless people. Comments made by pupils include – "I like this school because we get to learn as well as play with our friends", "It gives us a chance to learn and achieve our goals", "Everyone has a right to be respected and safe – it's a 'rights respecting' school", "It has music at lunchtimes and play times".

Progress is rigorously monitored and individual targets are set for all pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for interventions where needed. Children are divided into smaller 'unit' groups for literacy and maths in years 2, 5 and 6 and additional staff are allocated in order to support this. Pupil progress meetings are extremely effective as are the weekly Inclusion Team meetings, in ensuring that action is taken to support any pupils who are underachieving. As a result, interventions are tailored to individual needs and are monitored very carefully and adjusted as appropriate. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

The school has fostered excellent relationships with parents and it finds many ways to communicate with them and 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, including those whose children have SEND or additional needs, explained the thorough, caring and effective approach that the school takes towards meeting their children's needs. The school listens to its parents and holds a number of workshops and courses to support parents in supporting their children. Parents feel that communication with the school is excellent: the head teacher and senior staff are always available to speak with parents. Comments from parents included, "This school is amazing: they are very supportive. I can come in after drop off and they will see me and support me", "I can't speak highly

enough of the school. I was very anxious but my son is fine now and I am very happy”, “I can take a back seat now because we have had great support and my son, who has medical needs, is thriving”.

The school has excellent links with and plays a very positive role in the community and there are good links with other local schools, including the main secondary schools to which pupils transfer and secondary transition arrangements are excellent. All staff, parents, governors and pupils spoken to were extremely positive about the school’s work. There is a very genuine sense of team effort, of mutual support, of listening, discussing and of including everyone. The governing body is fully committed to the school’s vision and they play a very positive, active and supportive role in the school.

Exceptional features of this school include the overall ethos of inclusive values; the excellent behaviour and positive attitudes of pupils; the work of specialists working together in the Inclusion Team, under the excellent leadership of the Inclusion Leader; the excellent teamwork of teaching and support staff and the positive leadership of the head teacher and SLT to enable all children to achieve.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark.

I recommend that the school retains its IQM award and is reassessed in 3 years’ time.

The areas for development outlined in this report are in line with the school’s own next steps.

Assessor: Pauline Roberts

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:-

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- The leadership of the head teacher, deputy head teachers and Inclusion lead ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and there is a very happy, caring, friendly atmosphere.
- The school welcomes and celebrates the cultures, backgrounds and languages of the school's pupils and is very careful to ensure that all pupils feel they are valued within the school.
- There is a sense of common purpose amongst staff, who have the pupils' best interests at heart and work very hard to meet their different needs.
- Parents speak very highly of the school and they are involved in the life of the school in various ways, including through workshops and assemblies.
- The school has an open door approach, with the result that everyone feels included, listened to and supported.
- Staff are committed to the school's values and are very positive role models for pupils, consequently relationships between staff and pupils are excellent.
- There is a consistent approach to behaviour management, linked to the school's 'rights respecting' ethos, resulting in very high standards of behaviour throughout the school.
- There is ongoing, tracking of pupil progress and data analysis. Pupil progress meetings ensure that all pupils' needs are identified and that any pupils who are not progressing as expected are highlighted and targeted for appropriate interventions.
- Achievement of all kinds is celebrated in a variety of ways, including through celebration assemblies, happy book, UNICEF certificates, star of the week and prizes.
- There is ongoing training for all staff on many issues linked to teaching, learning and inclusion.
- Phase leaders, who are also members of SLT, articulate the whole school vision and implement it within their year teams.
- A significant number of pupils are on pupil premium and the needs of these pupils are carefully tracked, enabling them to achieve above national averages with a



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closing gap between them and their peers.

Areas for development:-

- To continue to develop the school based plan to support identified children.
- To continue to monitor the impact of interventions.
- To continue to develop the counselling service and the mentoring roles of the inclusion team.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The school has a wonderful building with a new extension, which opened this year. It has been very well planned with the head teacher playing a key role in ensuring that the environment for learning is absolutely appropriate. Outside areas are also beautiful with excellent resources for children's play.
- The learning environment is very positive, warm and purposeful and is enhanced through beautiful display in classrooms and throughout the school, which celebrates the work and achievements of pupils and the inclusive ethos of the school. The layout of each classroom is carefully planned according to the needs of all pupils with working walls and curriculum related displays and all classrooms are well resourced to meet pupils' needs.
- The whole school environment is very bright, clean and light with a feeling of space. It is very welcoming and this atmosphere is enhanced by the very inviting reception area and wide corridors throughout the school.
- ICT facilities are well used to support pupils' learning, including the use of desktop computers in the classrooms, two excellent ICT suites and interactive white boards.
- Communication, both oral and written, with all pupils and parents is clear and effective. The school has recently begun to use texting and emails to communicate with parents. This will be reviewed following a parent survey.
- The school is very well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND. There is a lift and accessible toilet facilities for children with physical disabilities equipment and there is a nurture group provision, 'Rainbow Academy', for needy pupils as well as a 'fun club' in the nurture room at lunchtimes. Specialist equipment is provided as appropriate, including resources for visually impaired children.
- There is a well-equipped library to help develop pupils' love of reading. There is also a dedicated music and dance studio.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. They are fully involved in planning with teachers. Best use is made of the school's space, including corridor areas and excellent small rooms to enable group interventions and individual work to take place. Staff make excellent use of differentiated resources to meet pupils' needs. There are resource rooms for science and humanities, with excellent resources and the school has the gold award for science.
- Achievement is celebrated in many ways, including through assemblies and displays of work, including beautiful art work from the school's art week. There are beautiful photos of children at work and play throughout the school.

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- The school makes best use of its wonderful outside space, including a school field and a garden area with pond, which is very attractively laid out to enhance pupils' play times and learning experiences.

Areas for development:-

- To continue to develop the multi lingual displays around the school to highlight the school's main languages and where children come from.
- To develop a new school website.
- To purchase Ipads and laptops for children's use in the classrooms.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- The school works very hard to create an environment where everyone can learn in an atmosphere of harmony and mutual respect. This is evident in the overall inclusive ethos of the school and the school's 'rights respecting' values are reinforced during assemblies, in lessons and in the playground.
- The school's diversity of different cultures, languages and religions are highlighted and celebrated throughout the school.
- The school culture includes a commitment to pupil voice, which is strong in the school. Opportunities for pupils to take on responsibilities include the school council, JTA, house captains and vice captains, sports' leaders and UNICEF ambassadors. As a result, pupils participate in consultation on a range of issues and undertake fund raising for charities.
- Children can access counselling services where needed and worry boxes are available for children. There is a buddy system for vulnerable children.
- Children with SEND are given excellent support in class, in intervention groups, through the nurture group and with one-to-one work. Their progress is carefully tracked and reviewed.
- Transition arrangements are very thorough: there is a clear and thorough programme for new reception children and new pupils are helped to become familiar with the school. There is also very good liaison with local secondary schools for enrichment and secondary transfer. The school holds a secondary school day at Firs Farm, where they experience what it is like at secondary school with different lessons taught by secondary teachers within the safety of their own school environment. All vulnerable pupils are given personalised transition books for changing class.
- The school provides excellent support for children and their families who need to access additional support. The school is open and approachable for parents who need to raise any concerns re their children.
- Circle time is used to discuss issues in class and the UNICEF ambassadors help ensure that issues of relevance from around the world are focused on in school.
- Pupils are clear on what they need to do to extend their learning and this is enhanced by 'purple pen' daily feedback marking of their work.
- There is a wide range of extracurricular activities and clubs, which are of a very high standard and are very well attended by pupils. There are a variety of school trips, linked to the curriculum, which include museum visits and a Year 6 school journey.



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- Very good use is made of the school's outside spaces, including a garden area and a large field.

Areas for development:-

- To continue to develop the range of after school clubs.
- To invite inspirational figures to visit the school.
- To deliver more training for children and parents on e-safety.

Element 4: Learner Progress and the Impact on Learning

Strengths:-

- The school is rigorous in tracking pupil progress: data is analysed regularly, termly pupil progress meetings are used to discuss the progress of individuals and to put interventions in place for pupils where necessary. The inclusion team monitors the progress of individuals causing concern or needing support.
- Pupil achievement and attainment is improving and, from low levels on entry, by the end of key stage 2 data shows pupils make exceptional progress, exceeding national levels in all subjects.
- Targets are challenging yet realisable for learners. Pupils who are more able, gifted and talented are also tracked carefully by subject leaders to ensure they are challenged appropriately. Children with learning needs are given support in lessons and in intervention groups and progress in these is carefully monitored and evaluated. Support and strategies for children with EAL are also well planned and training is provided for staff. An EMA coordinator leads this work and team teaches in class.
- Outside agencies are involved in ensuring strategies meet the needs of children.
- Children are taught in a range of different groupings and there is setting for maths and literacy in years 2, 5 and 6. There are booster groups for identified year 6 children.
- There are G&T groups in school and these children also attend borough events.
- There are curriculum weeks to highlight aspects of the curriculum, such as art week and Olympic week.
- Pupils who qualify for pupil premium are carefully tracked and supported, ensuring there is no achievement gap.
- Teachers use a range of strategies in their lessons, including AFL peer and self-assessment techniques, and detailed planning, involving support staff, is an important feature.
- Children with EHCPs or statements have individual timetables to ensure their needs are met.
- CPD for staff is also a key feature here, enabling staff to share good practice and further develop their skills.
- Marking is very thorough and takes place frequently. Feedback marking with comments to move learning on, which are addressed by pupils in purple pen, is another important factor in helping pupils to make progress.

- Support staff provide important feedback to teachers re pupils' progress in intervention groups and in class.
- Phase team leaders play a crucial role in monitoring teaching and learning in the school and they ensure that planning helps to move pupils forward in their learning.
- The 'Rainbow Academy' provides excellent part time support for needy children in a nurturing environment where they make excellent progress and develop self-confidence.
- Lessons are monitored regularly and useful feedback is provided, which informs next steps in planning for classes and individuals.

Areas for development:-

- To review assessment procedures to ensure most effective tracking of pupil progress.
- To continue to develop the marking policy to ensure it meets learners' needs.

Element 5 - Learning and Teaching (monitoring)

Strengths:-

- The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school.
- Pupil progress meetings take place regularly and individual needs are addressed in detail. Following these advice is sought from the Inclusion Team re pupils not making expected progress.
- Book checks are undertaken termly to ensure that feed back to pupils with next steps via the marking of their work is appropriate and is acted upon by pupils. This is an integral part of the monitoring of teaching and learning in the school.
- A range of AFL approaches are used in lessons and learning is differentiated to meet all needs. Lessons are challenging and engaging with children collaborating very well and planning ensures that they provide motivating tasks for all.
- Formal lesson observations and intervention observations take place during termly monitoring weeks and targets are set for staff, with support provided where necessary. Appraisal meetings are held for all staff twice a year.
- Lessons are planned in year teams, thus ensuring consistency and sharing of ideas and resources. Teachers and support staff have very high expectations and ensure that there is a high degree of challenge and support for all pupils.
- Support staff are fully engaged in lessons and work flexibly according to need. They also provide excellent support for pupils on a 1 to 1 or small group basis, which is tailored to the individual needs of pupils. They have developed their expertise in leading a range of interventions, including phonics groups, ELS, 'tiger teams', guided reading, language and social skills, nurture group, '15 minutes a day', Write Dance, Springboard Maths and Colourful Semantics.
- There are excellent resources for pupils, which are very clear and provide motivating tasks for children.
- Pupil response and quality marking ensure children are able to meet their targets.
- Pupils are completely focused in their lessons and they are thoroughly engaged in learning. Behaviour is excellent as is the learning ethos in all classrooms.
- Parents are thoroughly informed re their children's next steps at Parents' Evenings and through annual written reports. Annual reviews are family and pupil centred.
- The Inclusion Team, consisting of the inclusion lead, two specialist teachers and a teaching assistant, meet regularly to monitor interventions; to organise the deployment of support staff and to provide training for these key staff on interventions and resources.



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- Staff CPD is excellent and meets the individual needs of teaching and support staff as well as addressing the areas for development agreed by the school.

Areas for development:-

- To continue to hold the 'skills slots' for teachers, run by coordinators for 15 minutes after school every 4 weeks.
- Teachers to annotate weekly plans to show the learning objectives children with EHCP/statements will cover.

Element 6 – Parents, Carers and Guardians

Strengths:-

- The school's work with parents as partners is an excellent feature of the work of this school. The school views the role of parents as crucial in children's development and is committed to supporting parents to support their children. The school staff take time to understand the individual needs of parents and seeks to help them wherever possible. The school's open door policy means that parents know that the school will listen to them and will provide advice and support for them.
- Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need to.
- Parents spoken to also mentioned the different ways in which they are involved in the life of the school, such as, through events and workshops.
- Parent surveys show that parents are extremely happy with the school and the support it provides.
- Parents also mentioned the sensitive way in which the school meets the individual needs of all children, including those with emotional needs and those with SEND.
- The school keeps parents up to date with their children's learning through workshops and the regular school newsletter. There is excellent communication with parents, which is enhanced by the welcoming, open ethos of the school.
- There are play sessions for parents of pre reception children and parenting courses, which are well attended.
- Parents also mentioned the support given by the school for their children with SEND and examples were given of the excellent progress made by children with a variety of additional needs. They also mentioned the excellent communication with class teachers and the high expectations staff have for the children.
- Parents are also very impressed with the opportunities provided for pupils, including the wide range of clubs and trips.
- There are 3 termly parents' evenings, which are very well attended. Parents of children with SEND are invited in for an additional termly meeting to discuss progress and to review and set targets.
- Parents who are bilingual are helped to communicate with the school via staff, who speak the same language. They are also invited to attend ESOL courses to develop their language skills.
- Parents are supported in helping their children at home through curriculum workshops and children have home - school diaries, which aid communication and

ensure records are kept of children's reading.

- Parents attend class assemblies, school events and an end of year achievement assembly. They are also welcomed as volunteers within the school. Parents are also delighted that staff are always in the playground at the start and end of the day to speak to them.
- Parent consultation is thorough: parents' responses are very positive and suggestions are acted upon.
- There is an active FFA, which supports the school by organising a range of events.

Areas for development:-

- To further develop the school website to make it more accessible for parents.

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

Strengths:-

- The governing body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its high aspirations for all pupils. Governors visit the school regularly and ask probing questions, which they feel are always answered very thoroughly. They also undertake observations with SLT during monitoring weeks.
- Governors undertake appropriate training, for example, by the local authority on safeguarding and SEND. Efforts are made to ensure their skills are utilised appropriately, for example, in relation to finance, law and speech therapy.
- Governors have high praise for the school and its work with children and parents.
- The inclusion governor visits termly to meet the inclusion lead and to observe interventions.
- There is excellent parental representation on the governing body and they provide very good communication with other parents.
- Governors are also very happy to be involved in school events, clubs and trips.
- The school has links with local schools, including the secondary schools to which pupils transfer. They are part of the Enfield E.L.C, which is a group of schools who share good practice.

Areas for development:-

- To review and develop governing body links across schools.
- To continue the close links through learning walks and observations.

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 a range of school trips to enhance their learning. There are many exciting opportunities provided by the school for them, which enrich their experiences and develop their talents, interests and skills.
- The school sees itself as a community resource and is continually developing its work in the area. It believes that being actively engaged with the local community is important and as a result it has extensive links with the community.
- The school has close links with a number of local primary schools as part of a group of Enfield schools to share good practice.
- The school has developed close links with the main feeder secondary school to support transition. Secondary pupils help with sports' day and music students from a local secondary school have performed at Firs Farm to encourage children's participation in music.
- Members of the community, including parents, support the school on a voluntary basis.
- The school makes good use of the local environment and likes to take pupils out into the community to do investigative work and fundraising for local charities. It has recently worked with Thames Water on a local wetlands project and with the community police on traffic safety.
- The school has links with the local hospice and children have participated in art and RE work with patients there.
- Sports' coaches enhance the school's sports' work and the school has good sporting links with children participating in a number of competitions and a local dance festival.
- The school participates in local and international fund raising projects, through its 'rights respecting' work. It has raised money for refugees in Syria and France and for Water Aid. The RE coordinator organises international links with a school in India and organises staff to be role models for pupils by volunteering at a homeless shelter in Whitechapel on a regular basis at weekends. This is then disseminated to children at assembly. She is about to embark on a project to teach refugees in Calais during the holidays and, again this will be disseminated to children.
- The school's events, organised by the friends' association, further enhance its work with parents and the community. There are also parenting courses, run by the EP, which are an excellent community resource for parents from various local schools as are the parental workshops on, for example, maths, reading and e-safety.



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Areas for development:-

- To continue to engage with the local community and to further develop this work.
- To further develop links with feeder secondary schools and local primary schools in the group of 16 Enfield schools.