



Assessor's Evaluation for the IQM CoE Award



School Name Granard Primary School
Cortis Road
Putney
London
SW15 6XA

Head/Principal Ms Cheryl Grigg

IQM Lead Ms Monika Zelinska-Pietruska

Date of Review 12th June 2023

Assessor Mrs Pat Wood

IQM Cluster Programme

Cluster Group SHELL

Ambassador Mrs Pat Wood

Next Meeting TBA

Meeting Focus TBA

Cluster Attendance

Term	Date	Attendance
Spring 2022	9 th March 2022	Yes
Summer 2022	22 nd June 2022	Yes
Autumn 2022	5 th October 2022	Yes
Spring 2023	20 th April 2023	No - Apologies given

The Impact of the Cluster Group

Granard Primary school actively participates in the Shell IQM Cluster group meetings, with both Special Educational Needs Co-ordinators (SENCoS) usually attending the meetings. A visit to a Cluster school prompted Granard to revamp their Zones of Regulation (ZOR) approach to behaviour management and the SENCo delivered a ZOR staff meeting to teachers and again to support staff. Each week there is an assembly on ZOR and 3 members of staff attended interoception training. Each class teacher has devised a way to check in with children on their emotions. Children in the Learning Support Unit (LSU) and some children who have SEN and are in class have individual ZOR cards, can recognise the zone they're in; notice changes in their bodies and use the strategies.



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Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence Annual Review and Action Plan
- Learning walk
- Observation of activities in the Cedar Base
- Observation of digital leaders
- School website
- Ofsted report
- Reasonable adjustments class documents
- Summary of Dyslexia-Friendly Accreditation Visit – July 2022
- School Display Policy
- Passport for Success
- Granard School Newsletter

Discussions with:

- Headteacher
- SENCos
- Deputy Headteacher
- Assistant Headteacher
- Teaching staff, including Base Lead, Maths Lead and Middle KS Lead
- Support staff
- Pupils
- Key members of staff with children – Music Lead, Upper KS Lead, Sports Lead and Learning Support Unit Lead
- ICT Lead
- Family Liaison Officer
- Unlocking Potential Therapist
- Parents
- School Business Manager
- Governors

Summary of Targets from 2022-2023

The school's targets from the previous year were based on school developments foci, included in the School Development Plan (SDP).

Target 1

To establish a new ASD base (two classes to access the base – Reception and KS1 children). Pupils are making discernible progress in all areas, as outlined in their Education and Health Care Plans (EHCPs).

In September 2022, the school successfully opened The Cedar Base; a resource base for children with ASD with associated learning difficulties and/or Social, Emotional and Mental Health (SEMH) needs. The base is located on the lower floor of the Cedar building which is adjacent but separate to the main school building. The upper floor of



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the building currently houses Year 4 and Year 6 classrooms but will become part of the expanded base provision for September 2023. Prior to opening, building modifications were carried out in order to create a bespoke ASD base and the school employed an experienced SENCo as a Lead Base Teacher (LBT) with previous experience of setting up a resource base. The LBT commenced working at Granard after the May half-term 2022 to design the curriculum, establish assessment protocols and resource the base appropriately. Other staff appointments included an Occupational Therapist (OT) for 1 day per week, a Speech, and Language Therapist (SALT) for 2 days per week, an additional class teacher and 4 Teaching Assistants (TAs). A training and induction programme was set up for the base staff including teaching strategies used to support communication and independence skills such as Picture Exchange Communication System (PECS) and Treatment and Education of related Communication Handicapped (TEACCH). Training in the base was also available for mainstream staff. Paddock specialist provision for pupils with moderate to severe learning difficulties with autism or severe complex learning difficulties provided key word signing training.

During the summer term 2022, children were identified as being suitable for the base through regular meetings with the Wandsworth special needs assessment service (SNAS) team, LA inclusion team, and managers of other bases. The SENCo and LBT visited other ASD bases in Wandsworth. The children were visited and observed within their current settings and prospective parents met with relevant staff from the school. Regular meetings were held with parents during the transition period, including a coffee morning and parents were provided with a parent pack of information. Places were offered and accepted, and the base welcomed 7 Reception aged children and 7 KS1 aged children.

Throughout the year weekly meetings have been held focussing on meeting the children's needs, as outlined in their EHCPs. Weekly meetings with support staff provide training. The Cedar Base follows an attention autism approach to the curriculum and the same curriculum topics as the mainstream classes adapted to meet the children's individual needs. The SALT has had input into the literacy planning. There is a personalised curriculum for some children. Pupil passports ensure personalisation and understanding of individual strengths and needs. The Local Authority (LA) Head of Inclusion visited the base and was impressed with the communication, relationships with parents and relationships with the school. External therapists have run workshops for parents.

The school is successfully running 2-way integration for some children. 2 children in the mainstream classes access the base's therapy room and base environment. 1 reception child is accessing phonics and the early morning routine in the base. 2 base children are accessing the mainstream classrooms: 1 for phonics and 1 for music.

When visited during the review day, the learning environment was calm and nurturing. All the children were engaging with the teacher and other adults. I was told that therapy is part of every minute of the day.

Next Steps:

- To complete the sensory room
- To carry out modifications to the upper floors in preparation for the expansion of the base, to include 3 classrooms and 2 therapy rooms.
- To landscape the outdoor learning area and further develop the sensory garden.
- To recruit the necessary new staff and arrange their induction and training and increase OT support to 2 days per week and SALT support to 4 days per week.
- To identify prospective new children for the base, liaising with the appropriate agencies, visiting the children within their current settings and meeting with parents.
- To strengthen the positive parent community and establish further links with the mainstream parents.
- To continue to network with ASD bases with a focus on phonics and early reading.
- To further develop links with the Paddock specialist provision, using their facilities e.g., café.
- To timetable the use of the sensory room and sensory garden, to ensure access for both mainstream and base children.

Target 2

To further embed OAP (Ordinarily Available Provision) across writing and foundation subjects.

(Outcomes outlined in the (SDP) were to improve writing outcomes across the school focussing on speaking and listening, reading, grammar, punctuation, and spelling (GPS) and handwriting, with an emphasis on key vocabulary and using stem sentences across the curriculum).

The term 'ordinarily available provision' comes from the SEN Code of Practice and refers to the support that mainstream schools or settings should be able to provide for a child or young person, including those with SEND, from within their own resources. Wandsworth have produced a comprehensive guide for schools; 'Ordinarily Available Provision: Expectations for all schools/settings', to support schools to reflect upon and develop their provision.

The school planned a series of staff meetings and training for all staff to look at the idea of reasonable adjustments. The school's Educational Psychologist (EP) worked in targeted classes to support OAP and the LA Head of Inclusion delivered support staff training. Each class teacher produced a document outlining the reasonable adjustments

that they were making for all children requiring these in their class. Examples of these adjustments included brain breaks, fidget toys, writing on chrome books, ear defenders etc. These documents are now reviewed on a termly basis and will be handed up to the next teacher on transition. In July 2022 Granard achieved the Wandsworth Dyslexia Friendly School accreditation. The Assessors commented positively on the class reasonable adjustments registers, praising the teachers for having 'a good understanding of the needs within their class'. Class teachers now liaise more often with the school SENCos when they are planning. The new format ASPs also include the reasonable adjustments made for pupils.

Monitoring of OAP is through learning walks, book looks, half-termly tracking meetings and moderation. The school's literacy lead has been working with teachers on ensuring OAP is adapted to meet the needs of all children.

Next Steps:

- To provide ongoing training with the EP to support staff with OAP.
- To monitor provision through SENCo learning walks.
- To continue to liaise with the LA to see what format the IEP/ASP is going to take.
- To continue to use EP time to advise and support identified classes, together with supporting individual children.
- To document outcomes of joint moderation.
- To possibly create a writing exemplar booklet.
- To ensure that OAP provision continues to meet the needs of all children in literacy, monitored and reviewed by the literacy lead.
- To continue with half-termly tracking meetings.

Target 3

To improve reading and comprehension skills of identified children in Early Years Foundation Stage (EYFS), KS1 and KS2.

The school uses the Read Write Inc. (RWI) phonics programme and has delivered training for all staff. This is further enhanced through a weekly 20-minute phonics training after school on a Monday. Half-termly assessment and review ensure that the children are learning in the appropriate groups. The challenge was teaching children to comprehend and understand. The school focussed on oracy and developing comprehension skills, liaising with the SALT, regarding additional support for children with language and understanding needs. Parental workshops have been held on language development and early reading for nursery parents, early reading and phonics for Reception parents and reading comprehension and phonics for KS1 parents. The



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school has implemented a Year 2 comprehension programme and decodable books are available for all children in the early years and KS1 and for identified children in KS2. Targeted support is in place for those children in KS2 who struggle with reading,

including phonics, Rapid Read, and the use of reading volunteers in every class, who encourage conversation. Their progress is carefully monitored. Two members of staff went on guided reading comprehension training. Children take home a story book and a decodable phonics text.

Children are encouraged to read every day and directed to online resources, such as Accelerated Reader (AR), MyOn (online books to read with linked quizzes to AR), Libby App (app for Wandsworth libraries) and Wandsworth libraries homepage. Children are encouraged to sign up to the library summer reading challenge. Star reading is used to assess children in KS2.

During the review the focus on improving reading and comprehension skills was evident. Phonics input was observed throughout the school during the learning walk and the training that staff had received was also evident. Phonics results at the school are very good. The Headteacher reported that:

“Attainment in phonics has consistently been above national and the teaching of early reading is a real strength of the school.”

In a Year 2 class the learning objective was to ‘identify the meaning of words in Ruby’s worry’. Year 3 were looking at the features of a biography and a Year 5 lesson focussed on clarifying the meaning of words. A ‘Celebrating Reading’ display in the corridor contained photos of trips to Waterstones, children using Roehampton library, the monthly book share with parents and the EYFS bedtime story, where the children return from school in their pyjamas for a bedtime story with their parents.

Next Steps:

- To focus on those pupils who continue to struggle and identify further support.
- To discuss support for the next academic year, which may include a small mixed Year 1/2 class with an adapted curriculum.

Target 4

To establish a simple but effective format for parents, showing support in school for children with SEN.

The SENCos wished to change the format of the school’s Individual Pupil Profiles (IPPs) in order to make them more concise, to include only necessary and statutory information. They have renamed them Additional Support Plans (ASPs). They include any additional support that the child is having, together with reasonable adjustments made for them, such as frequent brain breaks, fidget toys, yoga in the morning etc. Only



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children with EHCPs or on the way to having an EHCP have targets and their ASPs must include outcomes. The format is very clear and user friendly.

The letter home to parents/carers has been adapted to be more parent friendly. It outlines the additional support that the child is receiving in school and explains that 'children benefitting from this provision... are monitored by the school and placed on the Special Educational Needs Register (Additional Needs Register)'. ASPs are completed termly for all children on the register and sent home to parents with the cover letter. Feedback from parents is positive as they feel it is shorter and less wordy. They are kept well informed as they can see the provision that is being made for their child each term. In addition, parents are seen twice yearly at parents' evenings or through arranged meetings, at annual reviews, Team Around the Child (TAC) and through ongoing meetings.

Next Steps:

- To update and rename the annual review format, replacing the current system of having a pupil passport and an annual review, with the pupil passport as the front page.

Agreed Targets for 2023-2024

The targets for the year are:

Target 1

To expand the ASD base to accommodate two new groups of pupils (8 Year 1 pupils and 8 reception pupils).

Main aims include:

- To complete the building work required for the expansion, including developing outside space, creating 3 new classrooms and additional therapy and sensory spaces.
- To staff the base, including new staff and current Granard mainstream teachers and TAs.
- To provide further training for staff.
- To continue to work with the LA to identify appropriate pupils.
- To liaise with other bases to ensure that the transition process is successful.
- To maintain the positive relationships that have been established with the parent community of children in the base.



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- To continue work on developing the curriculum.
- To ensure high levels of monitoring in order to ensure consistency of provision.

Target 2

To increase opportunities for greater integration between the ASD base children and mainstream.

Main aims include:

- To embed the transition process, use assessment and observation tools to identify the children and support with transition.
- To develop all staff's knowledge of ASD strategies and systems so that there is a consistent approach between mainstream and base facilitating integration opportunities.
- To provide further opportunities for more free flow of staff between base and mainstream school.

Target 3

To adapt the curriculum in the Year 1 and mixed Year 1/2 class to reflect the learning and developmental needs of all pupils (due to the additional needs of the children within this cohort).

Main aims include:

- To liaise with EY staff.
- To audit the needs of current Reception and Year 1 children.
- To develop an approach to the curriculum and teaching methodology to consider the needs of the children and review as necessary e.g., new children joining in, change of needs.
- To evaluate the approach through learning walks, meeting with teachers, tracking meetings.
- To liaise closely with all stakeholders and professionals e.g., EP, SALT.



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Target 4

To embed the Zones of Regulation programme throughout the school.

Main aims include:

- To retrain all staff on the theory and practice of Zones of Regulation.
- To offer refresher training throughout the year either from SENCos/LSU or Eps.
- To re-introduce ZOR to the children through assemblies and class time. LSU teacher and children to support.
- To timetable ZOR weekly to ensure that the approach, strategies, and language are consistent throughout the school and reflect the school's behaviour policy.
- To ensure the environment reflects ZOR – posters, strategies and displays visible throughout the school and in classrooms.
- For teachers, support staff, UP staff, and sports (KICK) staff to develop strategies with children based on their own needs.
- For classrooms to develop check in formats to establish how children are feeling when they first come into school, including having time for mindfulness activities to enable children to regulate themselves.
- To ensure that each class has a pack of fidget toys and mindfulness activities.

Overview

Granard Primary School is a highly inclusive and popular 2 form entry (FE) school, situated in an area of very high socio-economic deprivation in Putney in the London Borough of Wandsworth. Currently there are approximately 390 pupils on roll from Nursery to Year 6. This academic year the school successfully opened the Cedar resource base catering for children with ASD, with associated learning difficulties and/or SEMH needs. The school serves a diverse community with a high percentage of pupils speaking English as an Additional Language (EAL). The proportion of pupils who are entitled to the Pupil Premium (PP) grant is very high, representing almost half the school population with those pupils with SEN and/or disabilities being above the national average. Pupil mobility is also high at the school, partly due to a proportion of temporary housing being near to the school. Like many schools Granard is experiencing a falling roll and from September 2023 it will reduce its intake to 1 FE, however they will be expanding the Cedar base to house a further 2 classes. From a low baseline on entry pupils make good progress throughout their time at the school within a very caring and happy environment, and outcomes at the end of Year 6 are very good, including for the disadvantaged pupils.

The Headteacher's welcome on the school website states:

"Granard is a friendly, caring and inclusive school that strives to provide learning and social opportunities for each child to enable them to succeed academically and socially", and the strong feeling of the Granard family and community was shared by all and pervaded the review day.

In December 2017, Ofsted graded the school as continuing to be good, praising the:

"Welcoming and inclusive atmosphere, where all are valued."

Granard has recently had a further Ofsted inspection in May 2023 and are awaiting the final report. This IQM visit was the Year 2 Centre of Excellence Review. The school has received a number of awards, which externally validate all the excellent work that is going on at Granard Primary School.

The school motto is 'Growing Together, Achieving Together' and this is underpinned by the 6 Rs and the Granard values. The 6 Rs model the attitudes to learning that Granard expects from its pupils – ready, responsible, respectful, resourceful, resilient, and reflective. The monthly values of respect, responsibility, teamwork/co-operation, happiness, perseverance/determination, honesty, courage, friendship, tolerance/patience, sharing/fairness, and forgiveness encourage pupils to develop 'empathy for others' and 'to develop spiritually and morally.' To help the children to become independent learners the school has 'Granard Metacognition': plug in, switch on and learn, encouraging children to think about pace, learning objectives, understanding, strategies and self-reflection. The Assistant Headteacher (AHT) told me that:

"There is a lot of work to do before we get to the teaching bit."

A TA also said:

"Every child's scaffold to learning is different. Then she/he can succeed."



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The school takes pride in being a highly inclusive school and has a strong Senior Leadership Team (SLT) and dedicated inclusion team. The Deputy Headteacher (DHT) leads on inclusion ably supported by 2 very experienced SENCos. Great emphasis is placed on pupils' SEMH and their holistic development. As the Headteacher told me:

"The school works relentlessly to overcome pupils' barriers to learning, enabling all groups to make at least expected, and in many cases better than expected progress."

Inclusive practices, a child centred approach and systems of identification, support and review are well embedded in the school with a strong commitment to meeting pupils' individual needs. There is great flexibility in how the school supports its pupils.

Appropriate interventions and adaptations are put in place for children identified for additional support. Interventions are time limited, and impact driven. The school reports that children are coming into the school with more significant needs, with the dominant need changing to SEMH.

The school is supported very effectively by a team of professionals. The team includes an Unlocking Potential (UP) manager, who is a trained psychotherapeutic counsellor. UP is a children's Mental Health charity who work collaboratively with schools supporting children with SEMH needs. She works in school 2 days per week offering small interventions, such as 6x talk time and also runs lunchtime wellbeing groups, currently for Year 4 and 5 girls. She has nominated pupils for free holiday clubs, through a company called Free to Be. She is supported by 3 therapists who come into school to provide 1-1 therapy sessions of 50 minutes, which run for a year. The UP manager told me that supporting pupils with SEMH was 'made a priority' and that she was "welcomed with open arms and feels very valued." The Family Liaison Officer (FLO) is also the attendance officer. She meets with parents to see what the barriers are and supports them with a range of issues including poverty, Mental Health, overcrowding, domestic violence, GP appointments and housing. She commented on the real family feel in the school. Regarding attendance, each half-term every child with 100% attendance goes into a draw for a prize. The school also gives class attendance rewards. A school based social worker works at Granard for 2 days per week, funded by Wandsworth. An EAL assistant supports all the children who come into school from abroad and I was able to meet a pupil who arrived from Brazil in December 2022 with no English who could converse with me and was now reading a Harry Potter book. A learning mentor provides sensory breaks for children in the mornings.

The school shared a beautiful thank you letter with me from a Family Fischer Trust tutor who had been into the school to work with children in reception to Year 3. She wrote:

"When I think of Granard I recall the African proverb 'It takes a community to raise a child'. Granard is a community, not just a school. That makes it very special in my eyes."

A calm, purposeful, learning and teaching atmosphere pervades the whole school and behaviour for learning observed during the assessment was exemplary. The school has a no hands up policy with the use of lolly sticks and has changed its behaviour practices, offering pupils more opportunity to talk and reflect upon their behaviour. Zones of regulation are used throughout the school and the Cedar base operates a zone check in



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3 times a day. Relationships between pupils and school staff were observed as being excellent. The whole-school environment is bright, spacious, and well-organised. Classrooms are set up to support and scaffold pupils' learning with visual timetables, English and maths displays and inviting reading areas. Each class has a star board displaying key pieces of work, together with a worry box, which is checked on a daily basis. Children can also self-refer themselves to UP. Displays throughout the school reflect the work and activities that the children are or have engaged in.

For those pupils in KS2 who find it difficult to work and learn within a large classroom environment, the school has established a LSU, attended by between 15 and 18 children. This provides a nurturing environment for the children with rewards for each success. They have their own gardening area and a weekly trip to an allotment and Fulham Palace Gardens, on a fortnightly basis. They share playtimes and class trips with their mainstream peers. The LSU provides the children with bespoke additional support, and where possible successful transition back to their mainstream classroom.

The nursery and EYFS classrooms with their well organised outside areas are enabling, reflecting the different areas of learning. The school has a therapy room, sensory area, EAL area, phonics area, library area and a number of working/breakout spaces, within which to provide more individualised support. For IT there are 30 chrome books per year group and 15 iPads shared between 2-year groups. The Seesaw programme is used for those children struggling to write, VR headsets promote conversation and there is a QR code for use on some of the displays in the school. Calm corners were observed in KS2. A dedicated music room houses a wide range of instruments, and the children benefit from engaging with a wide range of music projects through the Wandsworth music service. There are a range of music opportunities for each year group including pupils being part of Wandsworth schools 'A Brighter Sound 2023,' performing at the Royal Albert Hall. Year 4 pupils play trumpets and trombones, which they can continue into Years 5 and 6. Year 5 pupils are in a primary choir. The school holds a carol service at the local parish Church at Christmas. There is an indoor swimming pool and outdoor pond, secret woods, and growing areas. The school offers a range of sporting opportunities for pupils. Playtimes are timetabled so that the children have the opportunity to enjoy the range of climbing equipment and outdoor activities that are on offer to them. There is a lift in the Cedar base to enable accessibility to the upper floor.

The school delivers a broad, balanced, and creative curriculum designed to give the children a wealth of learning opportunities. The first half term of each year links with a hook related to school. Trips and visits further enhance the curriculum, including to places of worship and residential such as to Blacklands Farm for Year 6. Termly curriculum overviews are shared on the school website. Pupils enjoy times table rockstars as part of their maths curriculum and the Headteacher said:

"Multiplication times table check scores are amongst the highest nationally."

The school has a breakfast and after school club, together with a range of extra-curricular clubs that pupils can choose to attend. Pupil voice is encouraged at Granard, and pupils are given opportunities to take responsibility, such as through the school council and digital leaders (DLs). Granard School Council have chosen 3 new charities to support throughout this academic year. They are Wandsworth food bank, Glass Door for homeless and Kids cancer charity. The IT lead has trained DLs, and I observed them working with reception children learning about shapes using Spyros. They have to



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apply for their roles and have delivered assemblies, online safety training and run a decoding club for Years 5 and 6.

Pupils feel safe and cared for at Granard Primary School. They shared the many rewards that they can receive in school, such as for good reading or spelling. They made comments like:

"I like when we be quiet at lunchtime. The quietest class gets a little dog called Mabel and I like all the support you get. The teachers are all kind."

Achievement for all is celebrated in a variety of ways, including through a weekly achievement assembly to celebrate the stars of the week. The Headteacher gives out certificates to 2 children in each class who have shown the value of the month. One of the Governors commented on how many awards were given out in assembly and that the children were 'rewarded for real things'. The Headteacher holds Hot chocolate Friday where 1 child in each class is rewarded for showing one or more of the Granard values. A wall of fame display exhibits children's work at silver, gold, or platinum level.

Granard has stable, happy staff and the wellbeing of pupils and staff is a priority. I was told that SLT 'keep work life balance in the forefront'. With particularly challenging children, SLT provide staff with a much-appreciated wellbeing break. The School Business Manager (SBM) is a member of SLT and is the wellbeing officer for the school. She leads a staff social team who organise events such as Christmas parties and a summer BBQ. As often the first point of contact in the school, she knows all the families and is helpful, friendly, and welcoming. During the review she was working with a child in class as their support worker was unwell. Support staff shared the really caring atmosphere and community feel of the school.

"I wouldn't have applied to work here, if I didn't like the school as a parent."

They appreciate the Continuous Professional Development (CPD) they have received, which has included training on Pathological Demand Avoidance (PDA), EAL and first aid. They feel very well supported by SLT who check in regularly. They have weekly meetings on a Friday morning with the Deputy Headteacher and can also attend staff meetings with the teachers after school. One TA is Forest School trained and works with children from reception to Year 3 using the secret woods area in the school grounds. Weekly phase meetings place children of concern at the top of the agenda.

CPD is a strength of the school with a focus on staff development in staff meetings. A number of staff are working towards nationally accredited qualifications.

Parents are effusive in their praise of the school and the incredible support that the school has given to them and particularly praised the school SENCos for listening and supporting their children and themselves. They made comments like:

"It's a little community. It's a little family. I trust the teachers and it's a community school."

They appreciate the school's open-door policy and ease of access to staff, who they told me were always positive. They felt that any concerns were always listened to and acted upon. The school communicates with parents through a range of means, including a very comprehensive newsletter. They are currently re-establishing the Parent Teacher Association (PTA) and planning for the summer fair. Parents are invited into class assemblies. All about books on the school website provide parents with comprehensive information for each year group.



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The school has a strong and supportive Governing Body, who are very much invested in the school. 3 Governors were interviewed during the review. The Vice Chair is the link Governor for SEND and EAL and was involved in the setting up of the Cedar base. She carries out a termly visit including a full learning walk and meeting with one of the SENCos. Following her visit, she completes a formal Governor visit form to share with the full Governing Body. The LA Governor interviewed sits on the resources committee and visits the school twice a week to read with pupils in Year 6. The parent Governor is Chair of the Children, families and community subcommittee and is link Governor for Early years, ICT and GDPR. The Governing Body has been very proactive in its efforts to recruit new Governors, through its skills audit and its desire to have 'a more inclusive and representative board'. Governors undertake training through the Wandsworth Training and Professional Development (TPD) programme to develop their knowledge and expertise in fulfilling their responsibilities. The Governors interviewed were proud that Granard was at the heart of the community that it serves and praised the attitude and commitment of the staff and the school's child centred approach, wanting the pupils to be the best that they can be.

Granard Primary School is very outward looking and engages in a number of additional partnerships. Partnered with Wandsworth Primary Schools' Consortium, they provide high quality school-based teacher training. They also have excellent links with local schools. Sixth form students from Arc Putney Academy carry out work experience at Granard. The link with Wimbledon High School (WHS) offers Granard pupils a range of amazing opportunities such as the Year 3 Strive initiative, Year 4 Saturday Shine initiative where they meet with a sixth former and carry out a range of activities and Year 6 Thrive initiative, which supports pupils in getting ready for secondary school through drama, art, and music. The children were very enthusiastic about these opportunities with one pupil saying, 'it made me more confident'. Year 4 greater depth readers are involved in 'Battle of the books' run by The Roche School. Year 1 and 2 pupils are involved in 3 afternoons called 'Get out of the classroom and into the woods.' The 'Speak up' is a Year 6 project where pupils put together a speech on any subject and they compete at WHS. Granard has a school minibus to transport the children to such an impressive range of opportunities.

The school is an active participant of the Shell IQM Cluster group and is committed to attend all future Cluster meetings.

It was a privilege to visit Granard Primary School and to witness such excellent inclusive practice. As such, I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Mrs Pat Wood

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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