



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 Zielinska-Pietruszka

Date of Review: 17th May 2022

Assessor: Pardeep Anning

IQM Cluster Programme

Cluster Group: Shell Cluster

Ambassador: Pat Wood

Date of Next Meeting: 22nd June 2022

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence Annual Review and Action Plan
- Dyslexia Friendly Schools Self-Evaluation document
- Nurture UK Self-Assessment document
- Granard Values
- Ofsted Report
- School website
- Granard School Newsletter
- Staff briefing minutes
- Learning Walk
- Book look during lesson observation
- Lesson Observation
- Zones of Regulation individualised chart
- Reward Charts (individualised)



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Meetings held with:

- Headteacher
- Deputy Headteacher (Assessment Lead)
- IQM Coordinator
- SENDCo's (two in school)
- Assistant Headteacher (Curriculum Lead)
- School Business Manager
- School commissioned Social Worker
- Teaching Assistants
- Higher Level Teaching Assistant
- Learning Support Unit (LSU) teacher
- Parents
- Governors (SEND/EAL Governor and Finance Governor)
- Unlocking Potential (UP) Lead
- Pupils from Granard Primary School
- Pupils from Putney High School
- Learning Support Unit (LSU) pupils
- School Council pupils
- Phase Leaders
- Subjects Leaders
- Family Liaison Officer
- ICT Leader



Summary of Targets from 2021-2022

The school was awarded as a Centre of Excellence in 2020-2021. Therefore, this is the Year 1 review of Granard Primary School's Centre of Excellence targets, as outlined in their action plan.

Target 1: To become a dyslexia friendly school by July 2022.

The school have completed a self-evaluation document, which was presented on the assessment day. This will support the school assessment on 10th June 2022, to assess whether Granard Primary School is a dyslexia friendly school.

School staff conversations and evidence outlined in the self-evaluation document has highlighted that CPD has been provided to staff to introduce and promote the awareness of dyslexia and specific learning difficulties. This has been done through the completion of teacher questionnaires to assess their existing knowledge of dyslexia, participation in activities during Dyslexia Awareness Day, as well as CPD to support staff with creating a dyslexia friendly learning environment. For new staff, CPD training has not been offered but all resources have been provided to support with their understanding of dyslexia and how to support children with their specific learning difficulty. The school SENDCo's have stated that refresher training will be offered in the new academic year for new staff and those that require additional support.

Effectiveness of practice for pupils with dyslexia is evaluated using assessment data e.g., Target Tracker (school assessment program), B-Squared (SEND assessment tool), Star Reader, HFW Read and Spell, as well as formative data in the classroom. The school follow the SEND graduated approach, in order to identify and support children with special educational needs and/or disabilities, inclusive if dyslexia. Advice has been sought from specialist dyslexia teachers where needed and further in-depth assessments have been completed, as necessary.

Pupils have differentiated tasks in class that take account of their individual approaches to learning, in order to improve their access to the curriculum e.g., stem sentences in all lessons, visual resources, adult support, use of Communicate in Print etc. It was clear whilst on the learning walk throughout the school that pupils are offered a variety of approaches to tasks, including access to a variety of groupings in class, multi-sensory teaching and learning and the use of ICT.

The use of ICT was highlighted throughout the school and the confidence that exuded from both the class teachers and pupils was clear. The ICT Leader informed me that the school used Google Drive, which was planned intentionally, so that all learners could work collaboratively on pieces of work, as well as access their pupil drive folders from home. Each pupil is provided with their own username and password, so that learning can be presented using technology both in the school and home learning environment. The ICT Leader and other members of staff commented on how the pandemic has improved the technological skill set of all stakeholders and although ICT has always been high on the agenda at Granard Primary School, Covid-19 and its impact on teaching and learning during the two lockdowns has only strengthened it.

Where pupils have additional and specific learning difficulties, there is evidence of resourcing, planning and support, to support pupils. This is conducted in different ways e.g., access to the Learning Support Unit, support from specialist teachers (LSU teacher and Dyslexia Specialist), adaptations to the classroom environment. Homework is also adapted to suit and differentiated to take account of a range of learning needs and offers opportunities for alternative recording e.g., differentiated spelling lists and comprehension activities and the use of Google Drive from home.

The school is working towards including dyslexia in the school's Disability Equality Policy and will detail the reasonable adjustments that are made for pupils. Although parents/carers are aware that this has been a whole school priority this year, they have not yet received training, and this is planned for the next academic year.* This will ensure parents/carers can mirror strategies used at school, as well as support their child with home learning tasks.

Additionally, the SLT have identified that more Dyslexia Specialist teacher time needs to be purchased, so that specialist assessments (where needed) can be carried out. Furthermore, additional training can be offered to support with identifying pupils and to support staff with continuing to develop dyslexia friendly classrooms and the school environment.

**The school have stated that the pandemic has affected the delivery of parent/carer workshops and although they have delivered some this year, they hope to increase this next year, in line with SDP and leadership priorities.*

Target 2: To close the experience gap for specific groups of children (CIN/CP/PP/SEND).

It is clearly evident from discussions with school staff, pupils, parents/carers and the school Governing Body that enrichment activities to support with pastoral and academic development has been broad and varied this year. Termly school trips have been organised, which have linked with the topics studied in class. The Learning Support Unit (LSU) also have been able to visit an allotment close to the school each week. It was pleasing to hear that the SEND/EAL Governor also supports pupils every Monday afternoon when they are working in the allotments, which highlights the presence of the school Governing Body at Granard Primary School.

As well as the wraparound care that Granard Primary School have to offer, the school have been able to reinstate clubs post lockdown this year e.g., tennis, cricket, dance, football, some have been provided through external organisations. In the Summer Term (2), tournaments have been scheduled for pupils to represent the school, as well demonstrate their skill set e.g., Girls' Football Team, Netball Team, Rounders Team, Cricket Team.

The school also employs a specialist music teacher, who delivers music lessons throughout the school. To develop CPD in the subject, school staff are asked to stay in during the lessons and learn an instrument alongside pupils in their class. This not only shows a leadership awareness of developing CPD in specialist subjects, but also



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demonstrates an equality and mutual respect between pupils and staff. This was clearly evident throughout the school day.

Music events are timetabled and celebrated by all throughout the school year e.g., Wandsworth Art Fringe Parade, Young Voices at the O2 and concert in partnership with Ibstock Independent School. In addition, there are weekly music lessons for pupils, whereby they play a range of instruments in a 1:1 or group setting e.g., guitar, trumpet, trombone etc. On the day of the assessment, I was privileged to be able to hear a pupil, (who the Music Leader had informed me had poor punctuality) play me two different tunes with support. The Music Leader stated that she had been informed of the pupil's punctuality and how this impacted him accessing the curriculum and how it negatively affected his self-esteem and confidence. After the school team discussed the pupil in detail, it was decided that music would be used to see if this improved punctuality and confidence for the pupil. All school staff present during the recital, informed me that since he had been playing the guitar, his self-esteem has improved immensely, as well as his punctuality and enthusiasm coming into school. This was clear to see on the day, and it was an absolute privilege to learn about the pupil's journey and see the outcome in person.

Art events have also been planned during the school year e.g., Putney Library Art Exhibition, Tooting Bec Hospital Light Installation, installation at Denbury Avenue (pop-up shop at Christmas) and Wandsworth Art Fringe parade. The displays around the school highlighted the enrichment activities that pupils and stakeholders have experienced during the year, and this is also evident in the fortnightly newsletters.

During the day, I was able to meet a group of pupils who are part of different social and academic initiatives, working in partnership with other primary and secondary settings. Each year, 18 children from Putney High School work at Granard Primary School from December 2021 – July 2022. The Year 12 pupils support pupils in the classroom and are directed by each class teacher: jobs ranging from working in small groups, reading with pupils to supporting on the playground. The School Business Manager, who is responsible for the organisation of the pupils, stated that the pupils at Granard Primary School have loved working with pupils older than them, and it has allowed them to consider their future and aspirations more so than if they had not been given the opportunity.

Additionally, Year 4, 5 and 6 pupils (MAT pupils) have been part of a project at Wimbledon High School called 'Shine' (Year 4), 'Strive' (Year 5) and 'Stride' (Year 6). The class teacher responsible for organising the programme and joining the pupils' each week informed me that 20 MAT Year 5 and 6 pupils visit the school each week and complete an activity based on the core subjects (English, maths, science). They each have a mentor who is a Year 12/13 student, who works with them 1:1 before the session and then joins them during the lesson too, supporting them as necessary. Year 4 pupils join their weekly sessions on a Saturday morning and the focus is to engage in outdoor learning activities, with the support of a mentor also.

One of the Year 5 pupils stated: *"I have enjoyed learning about coding. The mentor has helped me when I need support and we discuss what I find tricky and what I want to do in the future."*

Links have also been made with Godolphin and Latimer Independent Schools, whereby two MAT (Pupil Premium) pupils attend their schools weekly, to access sessions and support.

One of the two SENDCo's reported that she has noticed that two Year 6 pupils had been finding the afternoons challenging at school. She reached out to the secondary school that they will be attending in September 2022 and asked if any preliminary transition work could be planned. The pupils attend weekly sessions at APA (Ark Putney Academy) and are part of a mentoring programme called 'Reach Out.' The two Year 6 pupils have been visiting the school weekly since November 2021 and will continue until the end of the academic year. The pupils' informed me that they share the same mentor and each week decide what activity they are going to do together e.g., play football, play a game inside etc.

The partnership between schools in the local community continues to grow with a number of schools using the school's swimming pool: Falcons Girls' Independent School, Paddock School (Specialist School), Heathmere Primary School. There are also multiple meetings and events that happen on the school site, demonstrating the school's involvement in the local and wider community e.g., Thames Philharmonic Choir, Roehampton Cluster Community Hub.

The school have also arranged visits with members of the local and wider community e.g., the local MP, who visited the school and spoke to pupils and school staff, and visits from the community police.

The school has also completed the Nurture UK programme and completed their school project, which was to set up a programme to support children with their pastoral needs. UP (Unlocking Potential) are an external charity that work three days a week at the school. Two of the days, a counsellor works with pupils on a short or long-term basis. On the third day, a qualified psychotherapist visits the school and works with 4 children for 50 minutes on a 1:1 basis. The charity also trains professionals and the school welcome two trainees per year, who work with 4 pupils on the days that they are in for their placements. I was fortunate to meet with the counsellor in between her sessions, and she informed me that the programme is child-led and is trauma-based. Goals are set with all stakeholders (school staff, parents/carers, and the pupil). The counsellor stated: *"The service is not only about supporting the child, but the service encourages developing positive relationships and communication between children and their parents/carers."*

The school SENDCo's reported that a pupil questionnaire was to be conducted in May 2022 to evaluate the impact of the target from a pupil perspective.*

**The data from the questionnaire was not available for analysis on the assessment review day.*

Target 3: To close the attainment gap for specific groups of children (CIN/CP/PP/SEND).



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The Deputy Headteacher (Assessment Lead) stated that the school uses a lot of formative and summative assessment models and programmes to identify, support, track and assess pupils. These include Target Tracker, B-Squared (specific SEND assessment tool), marking, verbal feedback in lessons, I CAN assessments (baseline assessments in EY and KS1), NELI assessments (Reception) and entry and exit data for all interventions.

Data is inputted six times a year, with the half-termly data inputs being regarded as 'light touch.' This is due to the Senior Leadership Team's (SLT) consideration of teacher workload. During our discussion, emphasis was placed on how staff wellbeing was a priority at the school and therefore the completion of tasks and their purpose was considered carefully.

The Deputy Headteacher stated that the school are identifying ways to assess foundation subjects, to ensure the information is robust and identifies children who require support as well as extensions within the subject.

Pupil Progress meetings take place termly and the following members of staff are present in each one: The Headteacher (when available), Deputy Headteacher, class teacher, SENDCo (the SENDCo responsible for the year group) and the Phase Leader. If there are two classes in a year group, the Deputy Headteacher stated that a joint meeting with both class teachers would be held. The collaborative approach to the analysis of data ensures that all stakeholders can understand what is happening in each class, as well as offer support for their area of responsibility e.g., interventions, CPD etc.

The same members of staff are also responsible for discussions around access arrangements for the: Y2 SATs, Year 1 Phonics Screening Check, Year 4 Times Tables Check and Y6 SATs. This ensures all staff are aware of children sitting the tests and ensures plans are in place for children who require support different from and additional to their peers.

Catch-up funding from the government post pandemic, has been used in the following ways: Family Fischer Trust (FFT) intervention for pupils in Years 1-4 and Action Tutoring for pupils in Years 5 and 6. Children are identified in Pupil Progress meetings, as well as from additional meetings with other members of staff and professionals.

To ensure Quality First Teaching (QFT) approaches are robust and developed within the school, an INSET was delivered this year with the focus: How to ensure all children can access the curriculum effectively. The INSET programme was designed to ensure class teachers and Teaching Assistants can support children in the classroom environment, with the aim to close the attainment gap for specific groups of children (CIN/CP/PP/SEND). In addition to the INSET for the whole staff, the Maths Leader also delivered a staff training session this year, focussing on differentiation within a lesson.

An example of a differentiated maths lesson was modelled during the assessment day, with the Maths Leader delivering the whole class input to the whole class, and then working on a differentiated curriculum (the year below, as the children were working towards the expected standard) with a small group of 6 pupils at the front of the classroom. There were two Teaching Assistants in the classroom, supporting two other

focus groups and it was very clear that the learning happening in the classroom was purposeful and well planned. It was very clear that rigorous and robust assessments had helped to inform the maths plan for the topic, with the class teacher identifying which children required additional support and a modified curriculum.

One Year 4 pupil was asked about how she was supported during lessons, and she stated: *"The adults work with different children every day. Today, my teacher is working with the group at the front of the class."* When asked what she did when she was working independently and needed help, she replied: *"I can ask my partner or the people on my table. However, they might not know, so I ask my teacher or the other adults in the classroom and they help me."*

When the Phase Leaders and Subject Leaders discussed CPD in a discussion during the day, they stated that there has been a rigorous process with the maths CPD training, and learning walks occurred after the staff training, as well as team teaching in classrooms. One teacher stated that she had been in to watch the Maths Lead teach maths, with a focus on differentiation, and she was aware that other teachers and Teaching Assistants had done the same, to develop their confidence in the subject area. It is clear from the learning walks during the day and from conversations with staff that the professional development of staff is paramount – however this is carried out in a nurturing and respectful manner to ensure that although there is 'high challenge,' there is 'low threat.'

A new Phonics Lead has been appointed this year, and as a result a phonics and early reading audit has been carried out. When meeting the Headteacher at the beginning of the day, she informed me that a big area of development had already been established for the next academic year: the training and teaching of phonics. The Headteacher placed emphasis on the fact that phonics was usually an area that was concerned with EYFS and KS1 staff. However, she stated that she wanted to change this notion to ensure all school staff in all years, all the way up to Year 6, had a sound understanding of phonics teaching and its impact on reading and writing. The school use the resource Read Write Inc and when walking around the school, it was clear that a range of resources have been purchased to support this scheme.

Decodable books have been purchased to meet the demand of the school. However, each child also has a login to their own Read Write Inc account, and they are encouraged to read one online text (based on their reading level) per week, as well as a reading book. This furthermore highlights how the school uses a variety of approaches for teaching and learning, to cater for all learning styles. Phonics training using Read Write Inc has been booked for the first two days of the new academic year in September 2022, for all members of staff.

The school SENDCo's have also been liaising with the English Lead, focussing on differentiation in the same way the Maths Leader has this year. This is still an area that needs to be developed and therefore will be a focus next year, particularly writing. The SENDCo's have also conducted a handwriting skills audit and will continue to focus on this area in the next academic year. They have stated that specialist training and advice will be sought from an Occupational Therapist (OT), to support pupils that require targeted and individualised support.

During the learning walk, I visited the Learning Support Unit (LSU) and the mini Learning Support Unit, for children who have significant needs that cannot be met in a mainstream classroom. It was evident walking into the environment that the children were accessing a range of individualised multi-sensory resources which supported them e.g., reward charts, Zones of Regulation booklet, individual timetables, TEACCH trays and lists. The class teacher informed me that the LSU used B-Squared to identify, track and assess their pupils and this worked smarter than Target Tracker, due to the specialist nature of the program (SEND assessment tool). The HLTA (Higher Level Teaching Assistant) also informed me that he collaboratively planned with the class teacher when working in the LSU (Learning Support Unit) and this was shared equally between them. He informed me that he attended all the staff briefings, TA (Teaching Assistant) briefings, as well as the staff training sessions on a Tuesday after school, so it was abundantly clear that he is a passionate member of the team and has a drive for school improvement.

There have also been staff training sessions, in addition to those aforementioned, on specific SEND disorders/difficulties:

- Staff meeting on dyslexia delivered by a Dyslexia Specialist Teacher; and
- Staff meeting on support/assessment of pupils with ADHD delivered by an EP (Educational Psychologist).
- Positive Handling Training (for 13 members of staff).

Workshops for parents/carers have also been delivered this year, to ensure communication has been clear and to involve them in their child's learning. These have included:

- Coffee mornings for all year groups at the beginning of the academic year – to introduce parents/carers to their child's new class teacher, Teaching Assistant(s), and other important members of staff;
- Y2 and Y6 SATs meeting;
- Reading workshop for EYFS and KS; and
- Coffee morning delivered by Wandsworth Wellbeing Service – presentation for parents/carers with information and tips on how to support their child if they suffer with anxiety. At present, 5 parents are currently being supported by the school and service as a result of this workshop.

All stakeholders explained that additional parent/carer workshops and training sessions are due to be planned and delivered next year. Both SENDCo's explained that a dyslexia parent/carer session will be planned for the following year. We also discussed how Zones of Regulation training might be essential, as this is fully embedded into the school curriculum and now forms the basis for the new Behaviour Policy. Therefore, it would be beneficial for parents/carers to be aware of the same language, scripts, colours, and individualised toolkits per pupil.

This year, the school have gradually started to get things back to how they were pre-pandemic, so they have been proud with the workshops and training they have been able to offer during this time.

Target 4: To improve language and comprehension of the children in EY and KS1.

Both the EYFS and KS1 have had rigorous and robust assessments and programmes in place to support both language and comprehension this year.

The NIP@A project, of which the I CAN assessments are a part, have been very successful this year and has been spoken about positively by all members of staff. The I CAN assessments allowed for all pupils to be baselined at the beginning of the year and targets were set a result. Staff were given resources, strategies, and support to support pupils with the successful achievement of each target. At the end of each intervention, there is an assessment which measures the exit data. Pupils who have been identified as needing a higher level of support are identified and they have received extra funding through SENDIF/NIP@A and this has included direct work with the I CAN SLT (Speech and Language Therapist).

The I CAN SLT visits Nursery fortnightly for a whole day, working with children identified, as well as with staff and parents/carers. The support that is offered by the SLT is three-tiered: 1) Universal (support and strategies shared with school staff, so that this can be taught through Quality First Teaching in the classroom), 2) Targeted Groups – Talk Boost groups delivered to groups of up to 6 pupils, whereby pupils are identified as having the same target, 3) Specialist – 1:1 support offered, for pupils that require support that requires 1:1 attention and specialism e.g. speech sounds.

Nursery staff also attend fortnightly training with the I CAN SLT, watching Kim Scott (EYFS Training Consultant) videos on the different areas of the Development Matters Framework, with a focus on language. In the fortnightly sessions, staff watch and discuss the videos and how the strategies and resources are to be implemented into the classroom.

Termly reviews are carried out with the I CAN team, Nursery staff, Phase Leader and SENDCo to review targets and progress with the three-tiered programmes, as well as staff training.

In Reception, NELI (Nuffield Early Language Intervention) has been used this year, working in a similar way to NIP@A in the Nursery setting. A member of staff has been trained to use the programme and carried out baseline assessments of each pupil at the beginning of the academic year. Outcomes were discussed with the Reception teachers, Phase Leader and SENDCo and targets were put in place. Consent was provided by all parents/carers and targets were shared.

The support offered has worked in a similar way to the NIP@A programme, with the three tiers of support. However, where additional speech and language support is required, referrals to the Wandsworth SaLT (Speech and Language) Service are made.

Year 1 pupils have also completed the NELI (Nuffield Early Language Intervention) in the Autumn Term (2021) this academic year. This was not continued in the Spring Term or Summer Term 2022, unless specialist support was required for the pupil.



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It is evident from the language support that has been put in place in the EYFS and KS1, that the school have prioritised this area to support with the development of all the other areas in the Development Matters Framework and Year 1 curriculum. The indoor and outdoor environment in the Nursery encourages independence and collaborative play, which the Reception classes have stated they want to adopt.

The school has begun to work with a Play Therapist and Yoga teacher to support children with their emotional regulation. An Occupational Therapist (OT) has also been considered to support with sensory regulation for some of the pupils.

Agreed Targets for 2022-2023

Target 1: *To establish a new ASD base (two classes to access the base - Reception and KS1 children – 16 children in total)*

- Pupils to make discernible progress in all areas as outlined in their EHCPs.

Target 2: *To further embed OAP across writing and foundation subjects.*

Target 3: *To improve reading comprehension skills across the school (EYFS, KS1 and KS2.*

Target 4: *To establish a parent friendly format for tracking targets and provision of children on the SEND register.*

The Impact of the Cluster Group

Granard Primary School have engaged well with their assigned cluster group this academic year. They have presently attended 2 out of the 3 planned sessions. The first session involved a school visit to a primary school in Surrey, where the focus of the visit was to look at the school Behaviour Policy and the restorative approaches adopted at the school. Whilst visiting the school, the cluster group looked at how the 'Thrive' programme was being used effectively. The SENDCos found this visit beneficial as they were able to compare the 'Thrive' approach to the Boxall approach which is currently in use at Granard Primary School. When the school are assessed by Nurture UK this term, they will ask the assessors if they can change the assessment model from Boxall to the Thrive model due to its many benefits.

The second cluster session involved visiting another primary school, where the focus of the visit was to identify how sensory breaks were planned during the school day. The SENDCos reported how the session was beneficial as the information learnt during the session will help when establishing the ASD base next year. As a result of the visit, it highlighted that although the B-squared assessment tool is used in the LSU (Learning Support Unit) a more robust and enhanced version needs to be designed for the ASD base. As a result of the visit, the school have planned for their LSU (Learning Support Unit) staff members to visit the school, to observe how sensory breaks are timetabled throughout the day.



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The last cluster session of the year has been scheduled to happen in the next fortnight. The focus of the session is yet to be confirmed. It would be beneficial for Granard Primary School to host a cluster group session at the school, as the report highlights that they have a lot of strategies, resources and inclusive QFT (Quality First Teaching) approaches, which other practitioners could benefit from.

Overview

The Headteacher's welcome on the Granard Primary School website states that the school, "... *strives to provide learning and social opportunities for each child.*" The inclusion provision for learning and pastoral development is clear in Granard Primary School and this was highlighted in the meetings with all stakeholders, as well as in all documentation provided during the assessment day.

The communication between all stakeholders is strong and key messages and priorities are understood by all. Staff briefings happen every Friday morning before school and Teaching Assistant briefings happen on a Friday morning at 10am. If staff are unable to make briefings, the minutes are written up and sent out to all staff. These are extremely clear and summarise all conversations, to ensure communication is transparent and equal for all. Staff training sessions occur every Tuesday after school and the termly agenda is decided by SLT (Senior Leadership Team) and MLT (Middle Leadership Team), based on the SDP (School Development Priorities). There are also fortnightly newsletters, which include key messages, and highlight learning across the school. This is uploaded onto the school website.

The Senior Leadership Team (SLT) have a strong presence in the school and are positioned around the school at the beginning and end of the school day. This ensures both pupils and parents are welcomed into the school in the morning and greeted on the way out. One parent stated: "*The environment is lovely. We are greeted at drop off and collection each day without fail ... and that makes a real difference to the parents and children.*" Another parent continued, stating, "*I don't know how they know everyone's names, but they do.*"

It is clear from the comments above, that parents/carers regard the school very highly. When asked why a parent chose Granard Primary School as a setting for her child a parent stated, "*It is because it has great SEND (Special Educational Needs and/or Disabilities). I spoke to other people, and they told me about how great they (the school) were supporting children with SEND and then I came to see the school and knew it was the right choice.*" Another parent added that the school had exceeded his expectations and even though he had heard that it was an inclusive school, he feels that all stakeholders go above and beyond for every pupil.

Over the past year, the leadership team have been working on developing a robust and pastoral Behaviour Policy, centred on the Zones of Regulation. It has been a rigorous process and has included support and advice from the school link EP (Educational Psychologist) and a lecturer at Roehampton University. Books have also been purchased, to support with sharing information about the programme and the delivery of this in the classroom, both at a universal and specialist level. The Assistant Headteacher informed me that there are clear scripts for all members of staff to use to support pupils when they are in each of their zones e.g., when pupils are in the 'Yellow Zone,' staff are aware that they need to support pupils with recognising that they are getting close to red and use resources such as sand timers and sensory toys to support.

The Deputy Headteacher stated that pupils who are consistently 'green' all the time may not be able to use emotional vocabulary in the same way other pupils can, as they are

not moving between the zones as often. However, for those that move between the blue, yellow, and red zones regularly, school staff have noticed that pupils are using language such as, *"I'm feeling yellow, because ... I can ..."* This was seen in action during a pupil voice session when a pupil told his teacher he was sad, as he has not been able to tell me something during our talk. He stayed behind at the end of the meeting with his teacher, and she demonstrated the use of the individualised Zones of Regulation with him, asking him what colour he was and what he could do next. The pupil clearly could communicate what zone he was in and looked at the four drawings which were personal to him, highlighting his toolkit and chose one. The ease in which he did this showed that this is a deeply embedded practice at the school and is delivered by all.

The Assistant Headteacher stated that the Behaviour Policy was amended as the school believe that reflections and detentions do not work with pupils. He stated that the school believe that by talking through the Zones of Regulation process with the pupils, they can reflect on their behaviour and problem-solve either through co-regulation or self-regulation. The processes used at the school is as follows: 1) Pupil recognises the zone they are in, 2) Pupil uses strategy to support getting back to 'green', 3) Pupil reflects on the incident and recognises what can be done differently next time.

The Assistant Headteacher linked the processes involved in the Behaviour Policy to those involved in the 'metacognition.' Metacognition was introduced in the school two years ago and the school believe the two can be used in conjunction. Metacognition involves pupils 'thinking about their thinking' and therefore the Behaviour Policy and the three strategies help pupils reflect on the way they behave and why, in the same way as metacognition.

This year, a school commissioned Social Worker has been appointed at the school and is currently working with CIN and CP cases, two days a week. She is working closely with 8 families at present and her responsibilities include: homes visits, attending meetings for CIN and CP cases, working with children 1:1, as well as working with parents/carers on strategies in the home environment. The introduction of a school commissioned Social Worker has been a positive addition to the school community, as she is beginning to change the stereotype that some parents/carers have regarding 'Social Workers' (due to societal prejudices).

The learning environment around the school was excellent. There is a calm, purposeful learning environment where pupils are encouraged to actively participate in the learning. Pupils are supported throughout learning and pastoral processes and through the many interactions I observed during the day, there is a mutual respect which results in a strong relationship between school staff and pupils. During the Pupil Voice meetings, it was clear that Granard Primary School pupils are proud to belong to the school community. The pupils spoke positively about school staff, visitors, and their school environment, as highlighted below:

"I love the trim trail." (Year 3 child)

"I like spending time with the children. They make me smile. They tell me things that they may not tell their teacher and we can work through it together." (Putney High student)



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"I enjoy using the laptops at school. We can learn in lots of different ways." (Year 5 pupil)

Enrichment and providing positive educational and pastoral experiences for all pupils has been built on at Granard Primary School this year, all of which have been discussed in more detail in the Target 2 review. It is admirable the amount of work that has been put in by all school staff to organise, facilitate and support pupils in all the different experiences planned this year. These have ranged from music lessons with the specialist teacher at Granard Primary School, school visits, MAT (More Able and Talented) workshops at Wimbledon High School, links with Putney High School and emotional and transitional support with APA (Ark Putney Academy).

Positive reinforcement and celebrations are integral to the school culture at Granard Primary School. The school have introduced Hot Chocolate Fridays, whereby pupils who are consistently green, join the Headteacher for a hot chocolate and biscuit. The school values are also fully embedded into the school environment (6 R's – Ready, Responsible, Respectful, Resourceful, Resilient, Reflective) and when pupils receive a certificate for all 6 values, they receive a Values Badge which they can put on their school jumper. Every Friday, the whole school also participate in an Achievement Assembly, whereby pupils receive an achievement certificate for demonstrating one of the 6R's or showing good effort. The Headteacher commented, *"Pupils do not get rewards for attainment; they get rewards for the progress made and effort put in however small or large."*

The safeguarding of pupils is evident in the school and in each room and there is a clear and consistent flowchart highlighting the Designated Safeguarding Lead (DSL) who is the Headteacher, as well as the Deputy Designated Safeguarding Leads (DDSL) – the Deputy Headteacher and Family Liaison Officer. Underneath the images and roles, a clear flowchart is provided for all members of staff, clearly showing the processes involved.

All members of the school community talked about the school safeguarding program: CPOMS and were aware of how to write an incident and alert team members confidently. Training has been provided for all members of the team, so that they can use the program with ease, to safeguard all pupils.

Staff wellbeing and reducing teaching workload is considered at the school. There is a Wellbeing Survey twice a year to measure start and end evaluations from staff. The local council (Wandsworth) also send out a staff questionnaire to measure staff mental health and wellbeing in the workplace, which school staff complete. It was clear when speaking to the leadership team, that teacher workload is regarded a priority. When asked about assessment, the Deputy Headteacher and Assistant Headteacher both stated that data was only collected when it had a purpose. They both stated that this was the case with all initiatives and compulsory tasks set at the school, whereby the leadership team would assess and evaluate why process X was necessary.

As well as respect for all stakeholders, trust was also a quality that was mentioned and inferred throughout the assessment day. Phase Leaders and Subject Leaders stated that they did not have set days and times when they were released to carry out the duties of their subject/phase. However, whenever they required cover, they were able to ask for



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this from the Headteacher, and this was provided instantly. The English Leader stated that she had Thursday afternoons for her subject release time, as she preferred to have a set day and time each week. It is clear that there is not one process that is imposed on all members of staff and staff are trusted to plan their time as and when needed.

Respect is shown by the Senior Leadership Team, (SLT) when the time is needed to carry out such duties. It is not a model that it is commonly used at schools, but for it to work so effectively demonstrates the strong leadership skills the Senior Leadership Team have fostered at the school. The meeting room rules demonstrate the respect for all very well, with one of them reading, *"Treat all people with respect and in a way which does not discriminate against or exclude anyone."*

The pastoral development of each pupil is equal to, if not greater, than academic success and that is admirable. This was observed in the individualised Zones of Regulation booklets children carried around with them proudly, the new charity organisation UP (Unlocking Potential), the school Learning Mentor, the appointment of a school commissioned Social Worker, Family Liaison Officer, the Learning Support Unit (LSU), the new ASD base, ELSAs (Emotional Literacy Support Assistants) and the many partnerships with primary and secondary schools in the local and wider community.

The school has worked with the charity organisation, UP (Unlocking Potential) this year, and as aforementioned the counsellor and qualified psychotherapists work very closely with class teachers, parents/carers, and pupils. As well as their planned pastoral programme when working 1:1 with each identified child, the school have worked closely with the charity to create a school initiative called 'Speak Up.' This is a self-referral process, which was introduced in January 2022, whereby children can independently seek support from the UP (Unlocking Potential) counsellor during the week. The children are asked to write on a postcard, giving their name, class, and worry. They post this in the sealed box and during the week, the UP (Unlocking Potential) counsellor speaks to the child about their worry. One pupil told me all about the process stating, *"If you are sad, you can put your worry in a box and the adults will answer this."*

There are different levels of support accessible for self-referrals and these can range from 6 x 'talk time' sessions – these can range from 1:1, paired or group sessions and can include anything from social skills, friendship issues, bullying or bereavement. During the day, a pupil who has accessed the UP (Unlocking Potential) programme informed me that she had finished her last session that very day. She showed me all the work she had completed with the counsellor and in doing so, clearly used emotional vocabulary as well as strategies to problem-solve: *"This is a box I made with _____. When I see this box, I can remember my mum. It has all the things that I like on it."* When asked if she had thought the programme was beneficial, she told me that she had grown in confidence and was able to talk about matters that she was not able to before. This was confirmed by the adult sitting with her too, stating that she had seen an improvement in her use of emotional vocabulary and the manner in which she reflected on matters now.

At the beginning of the academic year, pupil transition and pupil wellbeing are planned for throughout the school. The Assistant Headteacher stated that the topic for the first term is centred on wellbeing for all classes and a text is used as a focus for the term. When asked why this was important for the school he stated, *"This enables discussions around transitions and embeds a sense of community within the classroom."* The Assistant



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Headteacher provided an example of a Year 6 text: The boy at the back of the class and stated that this was a successful text as the central character was a Kurdish refugee. This became more relatable for the class as the class teacher was Kurdish and there was also a child who spoke Kurdish in the class too.

Staffing at the school remains stable, with a high retention rate, despite the difficult working challenges faced by all staff in schools over the past 12 months. It is clear from all the conversations I had on the assessment day that Granard Primary School continues to be a happy, respectful, welcoming, and nurturing place of work. One of the HLTAs (Higher Level Teaching Assistant) commented: *"We are a very lucky school as we all get on."* Another continued, saying, *"Those that leave always come back and celebrate with us at the Christmas and end of year parties."* That is a true testament to a school that has created a family and a community.

The SENDCo informed me that there was a 'Social Committee' at the school, which included different members of the school team. Their job is to send out a survey when an event is happening to all, and staff members get a chance to vote for their favourite option, thus modelling democracy (one of the British Values). The SENDCo informed me that there are lots of events that happen during the school calendar e.g., quizzes, karaoke, dinners, theatre etc.

The School Governing Body presence is clear in the school. The pupils were aware of who the school Governors were, as they also come into school and join in with the school activities. For example, the Finance Governor supports children with their reading twice a week. The SEND/EAL Governor supports the children from the LSU (Learning Support Unit) when they visit the allotments in Fulham Palace Gardens every Monday afternoon. The pupils are aware that they are part of the Governing Body, as are the parents/carers and staff, which makes their roles visible to all.

The Governing Body members are appointed in their positions due to their knowledge of their area of responsibility. For example, the Finance Governor, before retiring, managed teams on a global basis and worked in finance. He has extensive experience working in management and understands the HR processes involved in a company. The skills therefore are transferred to the primary setting and therefore they are specialists in their area of responsibility.

Governors are invited to staff training sessions and attend their own CPD sessions, during the academic year. This can either be a compulsory training session e.g., safeguarding, or be based on their area of responsibility e.g., SEND/EAL, Finance, Equality and Diversity etc. The contributions of the school Governing Body and their dedication to the school is very clear. The school has co-chairs, and one of the co-chairs who I had the pleasure of speaking to on the day informed me that she will speak to the other co-chair between 3-4 times a week re: school priorities and updates.

When speaking to all stakeholders, they were all incredibly humble and do not recognise the extraordinary work they put into the school day in, day out. It is important for the school to share and celebrate the enormous work the entire school team have put into creating a supportive, welcoming, and inclusive Granard family and school community, as the school has so much expertise to share. The Headteacher's



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welcome on the school website concludes: *"I am very proud to be leading this school, supported by a very dedicated staff team."* The respect that is shown for all of the school community is incredibly clear in the school. When speaking to the pupils and staff, there was no visible hierarchy. School staff listened intently to the pupils and pupils communicated respectfully to staff during my learning walks and meetings.

I thoroughly enjoyed my visit to Granard Primary School, as part of their Centre of Excellence Year 1 review. It is clear from the review process that the leaders continue to prioritise inclusion. Their work towards the IQM targets over the past 12 months has had significant, positive impact. Therefore, I recommend that the school retains its Centre of Excellence Award. The next review will look closely at how the leaders have fulfilled the objectives outlined in this year's IQM Action Plan and how they engage fully with the IQM Cluster Group.

Assessor: Pardeep Anning

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd