



7th June 2016

Mr Adrian Hall
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Rhodes Avenue Primary School
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Date of Review: 26th May 2016

Summary

A lot of developmental work has taken place in the last year since the IQM COE review. This has included continuing to support other schools in the local area and to share the school's excellent practice with others on issues such as assessment and moderation. The school's outstanding work on inclusive sports and getting all children active continues to be shared with other schools and the school is on the borough's steering group to encourage children to be active and to develop healthy life skills. The school hosts an Olympic competition for pupils with SEND and a community football festival. This enables pupils with SEND to participate against other schools. In addition, the 'Chance to Shine' cricket programme enables pupils with SEND to play cricket with more able children. They have received training from Middlesex Cricket coaches and have been able to compete with other schools. They recently entered a championship, with excellent results. The school's 'junior sports' leaders' continue to be excellent ambassadors for the school and to encourage all children to be active and to play lots of different sports and games at break and lunch times. They also organise the inclusive sports' day with excellent participation and enjoyment by all.

The school works very hard at developing awareness amongst all pupils of hidden and physical disabilities and of various special needs. The school raises awareness at assemblies, for example, on Down's Syndrome Awareness Day as well as by getting children to do activities together and to support each other. The wonderful school library has a range of books on the SEAL curriculum, on various SEN and on disability awareness, which help children to further develop their understanding of these issues and how they can help children with a variety of needs.

The school has also further developed the role of pupil leaders. Such roles include school council and junior sports' leaders. Pupils continue to run intra school competitions and year 6 pupils play a leading role in the school in various ways, especially post SATs. They help younger children with reading and activities and they develop their leadership skills. Pupils spoken to explained their interactive learning, their curricular related trips and why they love their school and the rich opportunities it provides for them. Pupils are helped to develop their self-confidence in undertaking

projects and in taking on leadership roles. Pupils spoken to were enthusiastic, happy, motivated, reflective and self-confident, expressed their opinions clearly and gave very positive views of their school. Comments from pupils included, "Staff always push you and encourage you in everything you do. They try to make you the best you can be", "We help younger children by reading with them as buddies and helping them with games at lunch time", "The school gets everyone involved in competitions and in sports", "There are lots of clubs that develop your skills: older children support the younger ones and this helps us to develop our social skills". Pupils were keen to describe the many exciting opportunities they have at this school, for example, competitions, the excellent clubs, school journeys and school sports' events. They also spoke about the many exciting events they have, for example, the special days, such as Science Day and World Book Day etc.

The school has very thorough tracking systems, which ensures that pupils who are not progressing as expected are provided with appropriate interventions. A spreadsheet proforma has been developed this year to track progress made during interventions and to ensure that these interventions have maximum impact on pupils' learning and progress. In addition, all interventions are observed termly in order to support and provide feedback to staff leading interventions. The INCO has worked hard to ensure that a separate tracking system is being developed for pupils with SEND because the 'target tracker' system is not appropriate for them. In addition, 'Look @ Me' is being developed and trialled for pupils with SEND who work within the EYFS Early Learning Goals, enabling small steps, that are not recordable in books, to be captured and for parents to have access to this information.

The school works very closely with parents, who are involved in its life in many ways. They are very happy with communication at the school and with the support for their children's needs. They are actively involved in supporting the school and attend assemblies, parents' evenings and other school events, for example the school's 'special curriculum days' in large numbers. Parents also come into school to do activities with children; they read the newsletter consistently and are thoroughly engaged. Parents of children in EYFS come into school routinely and all parents are involved in consultation on key school issues, including recently on the school's Competitive Sports' Policy. In the past year there has been a rolling programme of workshops to inform parents re school and national developments, including changes to assessment. EYFS have run workshops on reading and writing, with a focus on multi-sensory activities.

Teaching and support staff are valued for their skills and expertise with support staff playing a vital role in the school, leading interventions, supporting in class and providing crucial support, for pupils with varying needs. Staff are proactive, flexible and motivated and their ideas and expertise are valued. It is also a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school works closely with the other schools in the borough of Haringey, on inclusive sports and on various aspects of CPD and sharing good practice.

The governing body works very closely with the school and governors play an important role in supporting the school and in holding it to account. The chair of governors explained the excellent differentiated work in classrooms that she has seen on learning walks within the school. Governors attend school events and parents' evenings and are very involved in the life of the school. They offer very useful skills in terms of law, TV production, finance, project management, communications, education and psychology, which they put to very good effect. The chair of governors also explained some of the wonderful individual achievements of pupils, such as the girl who recently won an anagram competition out of 42,000 pupils and the child with SEND, who won an Amnesty International poetry competition on human rights.

Exceptional features of this school include the overall ethos of including, listening to, challenging and supporting all children; the excellent behaviour, self-confidence and positive attitudes of pupils; the excellent teamwork and reflective practice of teaching and support staff; the wonderful opportunities provided for pupils and the overall positive, exciting ethos of this high achieving school.

Assessor Commentary re future targets:

1. The newly appointed assistant head for inclusion has produced an action plan, which will be introduced over the coming year when she takes up the post in September. It includes the introduction of a half termly support staff forum, along the lines of an inclusion team. This forum will discuss issues of concern and will include training and keeping staff up to date with developments re the action plan etc.
2. There is already a great deal of enrichment for more able learners and this will further develop the opportunities for these pupils through a close liaison between the inclusion manager and the more able leader. This will include planning for staff INSET on strategies to provide challenging opportunities for more able learners. New initiatives might include a more able writing project, further work on forest school, freer activities in English and more open-ended problems in Maths.
3. It will be useful to review and develop the school's EAL strategies to ensure they meet the needs of the school's bilingual pupils, especially in early years and KS1.
4. The school will focus on spending more time talking to children about their learning and will use their feedback to develop the curriculum/teaching strategies where appropriate.
5. Currently, the school assesses pre and post interventions. The inclusion manager wishes to monitor these assessments carefully to ensure they are appropriate and that they do indeed identify and assess the specific aspects of learning that pupils are struggling with.

Sources of data:

Tour of school and classrooms with the deputy head; attending reception class assembly with staff and parents; meeting the assistant head in charge of assessment and inclusive sports; meeting with a group of pupils, meeting the librarian including a perusal of inclusive books; meeting the INCO; meeting the new assistant head inclusion; meeting the chair of governors and ongoing discussion during the day with the deputy head in charge of inclusion.

Recommendation

The school is continually developing its exceptional practice on inclusion and is sharing its excellent practice with a range of other schools. I recommend that the school continues to hold Centre of Excellence status and moves towards Flagship status at its next assessment in one year's time.

Further Developments agreed after discussion

I am very happy to support the school's action plan as outlined in the assessment commentary in the first section of this report.

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