



22nd July 2016

Ms Dee Bleach
Mayflower Primary School
Upper North Street
Poplar
London
E14 6DU

Assessment Date: 14th July 2016

Summary

Mayflower is a 1.5 entry primary school with nursery, serving a diverse population in the Poplar area of Tower Hamlets in East London. The catchment area is one of significant deprivation, with overcrowding a particular feature, and wide social and cultural mix with higher than average numbers of pupils eligible for pupil premium. There are 351 pupils on roll, including part time nursery children and 97% of pupils are from ethnic minorities with 13 different languages spoken by pupils, with the majority of pupils speaking the Sylheti dialect of Bengali. A significant number of pupils have a range of additional needs with children having statements/EHCPs, including several children with ASD.

The school is very welcoming with a warm, friendly, happy atmosphere that is evident from arrival at reception. The environment, both outside in the playground and inside the school is bright and very positive with beautiful displays in the corridors and classrooms. The school's inclusive values are lived and breathed in this school by all staff and pupils. The headteacher, SLT and the INCO set the tone for the supportive, caring, inclusive framework with very high expectations based on a growth mind set, which ensures that aspirations are high and there are no limits are placed on pupils' achievements.

The headteacher ensures that the school's vision is implemented and thoroughly embedded in the life of the school. The school has very high ambitions for its pupils and the headteacher and senior team lead by positive, enthusiastic example and oversee all aspects of inclusion. The school has at its core a teaching and learning model based on sound educational research with meta cognition, learning attributes and assessment for learning, ensuring that all children are supported and challenged within mainstream classes with pupil self-selection of their level of differentiation for specific tasks. As a result of the combination of excellent teaching and learning strategies, its moral purpose and determination for children (often from very challenging and deprived backgrounds) to achieve, the progress of pupils at all levels is very good. The senior team have an open door policy: they listen to their staff, parents and pupils and are highly respected by all,

with the result that everyone works hard as a team to achieve the best possible outcomes for children.

Teaching and support staff work exceptionally well together and spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed marking of pupils' work, often during lessons to ensure immediate effect. Staff are positive and energetic and are fully committed to the pupils and to the school. They speak very highly of inclusive practices in the school. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning with external experts often involved. Support staff explained their love of the school: "It's a joy to work here. We have a new experience every day and we learn so much – we are constantly improving", "Happiness is key for us – all visitors feel welcomed, pupils become bold and confident and they feel comfortable to talk about any concerns", "We are all together – parents, teachers and support staff. You aren't made to feel separate as support staff. Parents often ask our advice first. They can talk to us in Bengali. We learn from the experts, such as the OT and then parents learn from us". Lessons are planned in detail, with a focus on active storytelling, ensuring they are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Features of lessons include excellent interaction between pupils and between staff and pupils; the use of storytelling to develop oral skills prior to introducing writing; assessment for learning strategies including peer and self-assessment and the use of learning partners to support each other and to encourage reflection on learning. Another feature of the work of this school is the development of 'Philosophy for Children', which encourages empathy, listening skills and discussion. Examples of the rich curricular opportunities include a wide range of curricular trips and after school clubs.

Pupils are very happy, polite, articulate, friendly, enthusiastic and caring and behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to and cared for. They have high aspirations and know they can succeed if they follow the school's learning attributes. Pupils enjoy learning and they explain the interactive nature of their lessons and how the teachers encourage them and make learning exciting. There are opportunities for pupils to take on roles of responsibility in the school including the pupil ambassadors. Pupils are confident, reflective and engage in mature discussion with ease. They love to talk about the way they learn and what they need to do to make progress. They explained how displays help them as well as the white boards they use to draft their work and talk partners if they are stuck. They also mentioned 'magpie books' to take notes, reviewing their work in their books to remind them about prior learning and the RUCSAC approach to problem solving. Comments made include – "Teachers are friendly and they help us as much as they can. Sometimes you can work with your friends, whenever you are struggling with learning", "There are creative pupils who have amazing ideas", "The trips are fascinating and exciting", "We all have different ideas and we are all included", "This is a very including school and when you are alone there is always someone to talk to or to play with", "In Maths I learn new things every day".

Pupils achieve very well, often from very low starting points and staff work very hard to ensure they are continually improving. Progress is rigorously monitored half termly and individual targets are set for all pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for interventions where needed. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

The school has fostered excellent relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. Parents speak very highly of the school and its staff. A group of parents spoken to, including those whose children have additional needs and those for whom English is an additional language, explained the thorough, caring and effective approach that the school takes towards meeting their children's needs. The school listens to its parents and holds a number of workshops and courses to support parents in supporting their children. Parents feel that communication with the school is excellent: the head teacher and senior staff are always available to speak with parents. Comments made by parents included: "The school is a big part of my children's life – they love coming here every day. The school is the consistent thing in their lives. They feel loved here and all the teachers and staff support them", "They reached beyond what I thought they could do", "Everyone knows everyone – parents, children and staff - It's a very friendly school".

The school has a positive reputation in the in the local community and has links with other local schools, the church and sporting venues. The school's inclusion team, including a family engagement lead and family social worker provide excellent support to families with diverse needs. All staff, parents, governors and pupils spoken to were extremely positive about the school's work. There is a very genuine sense of team effort, of mutual support, of listening, discussing and of including everyone. The governing body is fully committed to the school's vision and they play a very positive, active and supportive role in the school.


Exceptional features of this school include the overall inclusive ethos of happiness, friendliness and excitement that pervades the school; the inclusive theoretical framework of growth mindset, meta-learning and building resilience, reflectiveness, resourcefulness and reciprocity; the exceptional behavior and positive attitudes of pupils; the superb work of the INCO to ensure all children receive the support they need to achieve; the excellent model of teaching and learning, including story telling; the articulacy of pupils and their readiness to reflect on and engage in discussion about learning; the positive and supportive engagement with parents; the excellent team work of teaching and support staff and the determination of the whole staff to enable all children to achieve.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school be awarded Centre of Excellence status subject to the inclusion within its plans of the areas for development outlined in this report, which have been taken from the school's own development plan. The school will be reviewed in one year's time.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Element 1 - The Inclusion Values and Practice of the school

- Inclusion is central to the school's vision and purpose and this sets the framework in which all work takes place in this warm and welcoming school.
- The leadership of the headteacher, Inclusion Lead and SLT ensures that all children are fully supported to attain to their full potential.
- Individuals are valued at this school and there is a very happy, caring, lively, friendly atmosphere.
- The school welcomes and celebrates the cultures, backgrounds and beliefs of the school's pupils and is very careful to ensure that all pupils feel they are valued within the school.
- There is a sense of common purpose amongst staff, who have the pupils' best interests at heart and work very hard to meet their different needs.
- Parents speak very highly of the school and they are involved in the life of the school in various ways, for example, through school events, assemblies and parent workshops.
- The school has an open door policy, which applies across the board to staff and parents with the result that everyone feels included, consulted and supported.
- Staff are committed to the school's moral purpose and values and are very positive role models for pupils, consequently relationships between staff and pupils are excellent.
- There is a consistent approach to behavior management and learning attributes, resulting in very high standards of behavior throughout the school. The PATHS programme is used effectively to build positive attitudes and relationships between pupils are excellent.
- There is ongoing, tracking of pupil progress and flexible groupings within the classroom. Half termly pupil progress meetings ensure that all pupils' needs are identified and that any pupils who are not progressing as expected are highlighted and targeted for appropriate interventions.
- Achievement of all kinds is celebrated in a variety of ways, including through pupil of the day, the newsletter, whole school assemblies, house points, performances of work for parents and displays of pupils' work.
- There are excellent transition practices for entry to school and moving on to secondary school and very good links with the main secondary schools to which pupils' transfer.
- There is ongoing training for all staff on many issues linked to teaching, learning and inclusion. The school is part of the LETTA teaching school alliance and supports the training of teachers, NQTs and SENCOs.
- A significant number of pupils are on pupil premium and the needs of these pupils are carefully tracked with the result that the achievement gap is narrowing.

Areas for development:

- To continue to work with wider numbers of schools to share good practice as an IQM Centre of Excellence.

Element 2 - The learning environment, resources and ICT

- The learning environment is very positive, warm and purposeful and is enhanced through lovely display throughout the school, which celebrates the work and achievements of pupils. The layout of each classroom is carefully planned according to the needs of all pupils. All classrooms are well resourced to meet pupils' needs and include book areas and working walls.
- ICT facilities are well used to support pupils' learning, including the use of I pads and interactive white boards.
- There is beautiful display around the school reflecting the school's work and values and is supported by the school's work with artists from the local area.
- Communication, both oral and written, with all pupils and parents is clear and effective. This includes the regular newsletter, which is clear, informative and very useful for parents.
- The school is well resourced, enabling staff to meet pupils' additional needs, including the needs of pupils with SEND.
- The school library has a wide range of books and provides a positive environment for developing children's love of reading. The school librarian ensures the library is well used and monitors the books taken out by children.
- The school has introduced a unique sensory integration project from nursery to year 2 with funding from SHINE.
- Support staff provide excellent support for pupils in the classroom or in intervention groups. They are fully involved in planning with teachers.
- The makes excellent use of differentiated resources to meet pupils' needs, including OT resources, sensory and tactile equipment and targeted speech and language resources.
- Achievement is celebrated in many ways, including through 'learner of the week' assemblies, pupil of the day, best class attendance rosettes and house points.
- The school makes best use of its outside space, which is very well organized and attractively laid out to enhance pupil's learning experiences, including excellent nursery/reception space and a wonderful roof terrace where the school rabbit lives.

Areas for development:

- To work with the SHINE organization on a project to enhance the memory skills of children.

Element 3 - Learner Attitudes, Values and Personal Development

- The school has very clear policies, with strong theoretical underpinning, which are understood and implemented by all staff. Consequently, pupils are able to explain clearly what helps them to learn.
- The school works very hard to create an environment where everyone can learn in an atmosphere of harmony and mutual respect. This is evident in the overall inclusive ethos of the school, which is very happy and friendly. The school is a PATHS school, which encourages children to recognize a range of feelings and to self-regulate and develop self-esteem. These values are reinforced during assemblies, in lessons and in the playground.
- The school has a strong focus on 'Philosophy for Children', which encourages discussion, listening and respect for all opinions. As a result, children are respectful and interested in each other's ideas.
- The school's values are explored in depth, for example at assemblies and different cultures, languages and religions are highlighted and celebrated throughout the school.
- The school culture includes a strong commitment to democracy and pupil voice is strong in the school. Opportunities for pupils to take on responsibilities include the school ambassadors a head boy and pupils participate in consultation on a range of issues and undertake fund raising for charities.
- Transition arrangements are very thorough with home visits for EYFS, transition books for children who need them and very good links with the main secondary schools to which pupils' transfer.
- There is a strong focus on reflection on learning and pupils are able to develop their learning skills through a variety of metacognitive processes.
- The school provides excellent support for children and their families who need to access additional support. The school is open and approachable for parents who need to raise any concerns re their children.
- Pupils are clear on what they need to do to extend their learning and this is enhanced by feedback marking of their work.
- There is a wide range of extracurricular activities and clubs, which are of a very high standard and are very well attended by pupils. There are a variety of school trips, linked to the curriculum, which include reward trips and museum visits. Very good use is made of the school's outside spaces and the local area to enhance learning.

Areas for development:

- To continue to disseminate the school's excellent work on developing mutual respect and self-esteem with other schools.
- To further develop P4C to promote critical thinking and eloquence.

- To continue to develop the 'compass points' and house points s key components of the school's behavior strategy.

Element 4: Learner Progress and the Impact on Learning

- The school is rigorous in tracking pupil progress: data is analysed regularly, pupil progress meetings take place and are used to discuss the progress of individuals and to put interventions in place for pupils where necessary.
- Pupil achievement and attainment is very positive and, from low levels on entry, by the end of key stage 2 data shows pupils make good progress across the board.
- The school is a 'Story Telling' school, which involves children in acting out stories and this is central to the school's curriculum. The school's teaching and learning approach is based on a 'growth mindset' and there is a key focus on meta cognition.
- Consistency in approaches across the school is a feature of teaching and learning in the school and children understand how they should approach their learning: they are very reflective and understand the next steps they need to take to make progress in their learning. All teachers use paired learning and collaborative learning in their lessons and a feature of lessons is the amount of talk about learning that takes place.
- Teachers use a range of strategies in their lessons, including AFL, and detailed planning in teams, involving support staff, is an important feature.
- CPD for staff is also a key feature here, enabling new staff to implement the school's teaching approach very quickly.
- Marking is very thorough and takes place frequently. Feedback marking with areas for improvement or next steps, which are addressed by pupils, is another important factor in helping pupils to make progress.
- Teachers provide excellent feedback to pupils and parents, through the marking of books as well as through written reports.
- Phase team leaders play a crucial role in monitoring teaching and learning in the school and they ensure that strategies and approaches tackle misconceptions and help to move pupils forward in their learning.
- Lessons are monitored regularly and useful feedback is provided, which informs next steps in planning for classes and individuals.

Areas for development:

- To continue to update and evaluate the school's practice in assessment.

Element 5 - Learning and Teaching (monitoring)

- The school is thorough in monitoring all aspects of learning and teaching, to ensure a high degree of consistency of standards and approaches across the school.
- Book checks are undertaken to ensure that feed back to pupils via the marking of their work is appropriate and is acted upon by pupils. This is an integral part of the monitoring of teaching and learning in the school.
- Children are taught in mixed ability classes with self-selection of differentiated tasks a key feature. Lessons are challenging and engaging with children collaborating very well and planning ensures that they provide motivating tasks for all. There is no ceiling placed on achievements and all children have good self-esteem.
- Formal lesson observations take place by SLT and phase leaders and targets are set for teachers, with support provided where necessary. Peer observations also take place to share good practice.
- Planning takes place in phase and year teams, thus ensuring consistency and sharing of ideas and resources. Teachers and support staff ensure that there is a high degree of challenge for all pupils with 3 levels of differentiated tasks.
- Support staff are fully engaged in lessons and work flexibly according to need. They also provide excellent support for pupils on a 1 to 1 or small group basis where necessary. Staff training is excellent and includes ongoing work with outside experts.
- There are excellent resources for pupils, which are very clear and provide motivating tasks for children.
- Pupils are completely focused in their lessons and they're thoroughly engaged in learning. Behaviour is exceptional as is the learning ethos in all classrooms. Learning partners ensure that children help each other and that no one finishes their work until they have turned to their partner to provide any support that is needed.
- Most marking takes place during lessons to ensure that no time is wasted for pupils to edit and improve their work.
- Lesson studies have proved very useful in developing teachers' skills in a mutually supportive way.

Areas for development:

- To continue to share excellent teaching strategies with other schools.
- To continue to develop the story telling curriculum by using this approach in Science.
- To continue to develop the 'Active Maths' problem solving approach.

Element 6 – Parents, Carers and Guardians

- The school's work with parents as partners is an excellent feature of the work of this school. The school views the role of parents as crucial in children's development and is committed to supporting parents to support their children. The school staff take time to understand the individual needs of parents and seeks to help them wherever possible. The school's open door policy means that parents know that the school will listen to them and will provide advice and support for them.
- Parents spoken to were very positive about the school's supportive and caring ethos. They value the attention the school gives to the individual needs of their children. They find communication with the school is excellent and the teachers are very approachable, enabling them to see a teacher when they need to.
- Parents spoken to also mentioned the different ways in which they are involved in the life of the school, such as, through events, workshops, class assemblies and school productions. The weekly lessons for parents in the school hall are very popular on issues such as guided reading and Maths. This helps parents to use the same methods with children at home.
- Parents also mentioned the sensitive way in which the school meets the individual needs of all children, including those with emotional needs and those with SEND.
- The school keeps parents up to date with their children's learning through the daily open sessions when children are welcomed into classes from 8.45-9.00.
- There is excellent communication with parents, which is enhanced by the welcoming, open ethos of the school.
- The parental engagement lead provides excellent support for parents, including a wide range of classes and events. These sessions give parents more confidence to communicate with the school and to work with their children. Referrals can be made for parents to other services, where appropriate, for example, to the local Children's Centre.
- Parents also mentioned the support given by the school for their children with SEND and examples were given of the excellent progress made by children with a variety of additional needs. They also mentioned the excellent communication with class teachers on a daily basis and the high expectations staff have for the children.
- Parents are also very impressed with the opportunities provided for pupils, including the wide range of clubs and trips.
- They also love the different classes available for parents, including ESOL, Arabic, fitness and cooking. They also enjoy the coffee mornings at the school.
- Parents work in partnership with the school to support homework, for example, through the recently developed 'talking homework', which involves children learning words with their parents and families.
- Parents who are bilingual are helped to communicate with the school via staff, who speak the same language or interpreters where necessary. Parents love the charity

events and school fairs, which they are thoroughly involved in contributing to and organising. Parents are also delighted that staff are always available at the start and end of the day to speak to them.

- There are 3 parents' evenings a year as well as detailed end of year reports for parents.

Areas for development:

- To further develop parent learning opportunities.
- To set up a support group for parents of children with autism.

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

- The governing body is very involved in the life of the school: they provide appropriate support and challenge to the school and share its high aspirations for all pupils. There is a committee structure, which functions well with members visiting the school with a specific focus, linked to their areas of responsibility and reporting back to governors' meetings.
- Governors undertake appropriate training, for example, by the local authority on safeguarding, the Prevent agenda and finance. Efforts are made to ensure their skills are utilized appropriately, for example, in relation to business, law and banking. A member of the main feeder secondary school staff is on the governing body, thus further strengthening this link.
- Governors have high praise for the school and its work with children and parents. A governor spoken to mentioned the excellent progress made in assessing and meeting individual needs through support and interventions, due to the work of the non-class based inclusion lead.
- The school is part of a cluster of local schools, with which it has close links and it works collaboratively with this group of schools to share good practice.
- The Inclusion Lead is an SLE and has mentored other SENCOs. She also provides training to student teachers through the LETTA, teaching school.

Areas for development:

- To further develop the role of the school in sharing good practice in the local area and beyond.

Element 8 – The School in the Community – How this supports inclusion

- Children participate in a variety of clubs and after school activities and participate in a range of school trips to enhance their learning.
- The school has close links with Canary Wharf groups as well as with other local organisations, such as Half Moon Theatre, The Soanes Centre and the Mile End Sports' Centre.
- The school has a 'Mayflower Citizens coordinator who ensures that children participate in community work so that they are aware of their community responsibilities. As a result, the school works in partnership with the local community, such as Shaftesbury Lodge and Christmas Lights and gives support to the community as well as receiving help from it.
- The school has developed close links with feeder secondary schools to support transition.
- The school finds opportunities for children to perform plays and poetry outside school as part of its 'spoken word' outcome for every topic. As a result, children have participated in a poetry slam at the local market as well as performing at a local elderly care home to develop pupils' self-confidence.
- The 'Poplar Partnership' of which the school is a member, organizes a variety of sporting and other competitions in which the children engage.
- The school is part of a very strong network of schools that meet regularly to share good practice. The school is the lead school for storytelling and welcomes a range of visitors to disseminate this work. The INCO is an SLE and the Maths coordinator is a trainer for SLEs. As a result, the school provides extensive support to other schools and offers training to them.
- The school is also part of the LETTA teaching school alliance and is involved in the training of teachers, NQTs and SENCOs.
- The school holds a mothers, babies and toddlers group with a play worker, where issues around bilingualism are explained.
- The school has a significant number of vulnerable families, who are supported by the school's parent engagement social worker and the school's parental engagement lead who can help them to access support such as family support, housing support and social services.
- Members of the community, including business partners, support reading in school on a voluntary basis.
- The school organizes fairs and other charity events, which involve the community and parents engage actively and enthusiastically in these events.
- There is a thriving breakfast club for children and families and many workshops and classes are organized for parents.
- There is a holiday scheme, which also includes a breakfast club, which parents support, by staying and helping and speak very highly of.

- The school regularly welcomes staff from other schools to showcase their excellent work.

Areas for development

- To continue to engage with the local community and to further develop these links.
- To develop wrap around care for EYFS.
- To develop more full time places in nursery to support the needs of the community.