

10 July 2012

Elmwood Junior School
Lodge Road
Croydon
Surrey CR0 2PL

Assessment Date: 4 & 5 July 2012

Summary

Elmwood Junior School is a welcoming and friendly place which pupils love to attend. It lives out its vision of learning together, achieving together and bringing out the best in everyone, by delivering high quality learning to its pupils.

The school's vision and commitment to bringing out the best in everyone are made real through the outstanding leadership of the headteacher. Her commitment to excellence and inclusion for all is reinforced and complemented well by her successful strategy of developing high quality staff from within the school.

The headteacher is very well supported by the deputy headteacher, assistant headteacher, year leaders and ASTs who together make an impressive senior management team.

Pupils' behaviour is excellent. They are courteous, polite, positive and confident and are enthusiastic about their learning. Relationships between them are exemplary in classrooms and around the school.

Pupils' relationships with staff are very positive. Their comments included, "Teachers help you", "Teachers are caring, like a family", "They take you, nurture you like a seed and make sure it grows", "Activities motivate us to learn", and "My school is brilliant." Such comments reflect the general view pupils have of the staff and the school.

Relationships between staff are very positive and their comments included, "Staff are very motivated. We really enjoy our jobs", "Staff are very friendly", "It's a very positive environment to work in", "Staff are massively supportive", "From day one it's great the amount of faith the school has in you", "No one's out for themselves. Everyone works together", and "Ann (HT) supports her staff through anything...."

Parents are very positive about the school and are full of praise for the friendliness and approachability of the headteacher and staff. Comments from parents included, "Staff are brilliant", "The school is excellent", "Staff are very committed", "We feel part of the community", "Teachers are fabulous", "The headteacher, deputy headteacher and staff are always there for you", and "I can't see anything that needs to be changed."

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.

Assessor: Barry Gilhooly

Findings confirmed by Inclusion Quality Mark Ltd:

.....
Joe McCann MBA NPQH
Director of Inclusion Quality Mark Ltd

Name of School:	Elmwood Junior School
Headteacher:	Ann Read
Date of assessment:	4 & 5 July 2012
Final assessor/s:	Barry Gilhooly
Successful:	Yes

Context of the School and Sources of Data

Elmwood Junior is a much larger than average school. Pupils come from a variety of different backgrounds. Asian Indian, Black Caribbean and Black African are the largest groups. The percentage who are learning English as an additional language is well above that found in most schools, although few are at an early stage of learning English. The proportion of pupils with learning difficulties and/or disabilities who receive additional support in lessons is average and many of these have moderate learning difficulties. Most pupils join the school from the infant school which shares the same site. The school has attained the Healthy School Award, Artsmark Gold Award, Arts Council Award for Commitment to the Arts, Eco Citizen Award, Food for Life Award, Activemark, Sportsmark, Primary Geography Quality Mark, and been awarded a Readathon Certificate of Achievement. It has also been designated as a NPQH Leadership School by the National College for School Leadership.

Portfolio and Other Supporting Evidence

The 2 day IQM visit included interviews with the headteacher, deputy headteacher (and inclusion manager), assistant headteacher (and SENCO), year leaders, EMA AST (and coordinator), performing arts AST, PSHE coordinator, teaching assistants, external partners, governors, pupils and parents. The visit also included a tour of the school, visits to all classrooms and observation of lessons, assemblies and lunchtime arrangements.

Documentation included the 2008 Ofsted report, SEF, school development plan, headteacher's reports to governors, data analysis information, provision maps, IEPs, teachers' planning, pupil progress information, school brochure, family learning file, accessibility plan, pastoral support programmes and newsletters.

Element 1 - Learner Progress

Evidence: School data analysis, lesson plans, lesson observations and displays

Strengths:-

- Pupils' progress is tracked very effectively through termly assessment and pupil progress meetings. Intervention programmes for literacy and numeracy are informed by careful analysis of the resulting data. Continuous assessment helps to ensure that pupils make good progress.
- Shaded tracking sheets for reading, writing and mathematics are a key element of the assessment process and help to identify the progress of individuals and groups effectively.
- Attainment in English and mathematics has improved over the last three years and is now above the national average.
- Teachers and support staff know the pupils well, as a result of which very good attention is paid to individual needs. For example, personalised tracking sheets for pupils with special needs and pastoral support plans for those with behaviour difficulties support learning effectively.
- The practice of pupils working in pairs as talk partners or peer assessors, helps them to make good progress with their learning.
- Target setting in reading, writing and mathematics is effective. Strategies including mid-year reports, ensure that pupils' progress is kept on track.
- The school's innovative approach to lesson planning in writing, where pupils are not limited by what the school considers to be narrow learning objectives but are encouraged to raise their aspirations by being presented with descriptors of three levels of achievement to work towards, has had a positive impact on the rate of progress pupils make.
- Pupils are active in their learning. For example, they use a 9-point checklist well to self assess their progress in writing and enjoy their role as talk partners.
- Assemblies are used very effectively to promote learning. For example, in the two assemblies observed, pupils were attentive and engaged and sang with real feeling, using words that they had composed. This not only enabled them to learn about the Olympic mascots, rhyme, onomatopoeia and alliteration, but also gave them the opportunity to be uplifted through singing together.
- Pupils' achievements are celebrated in many ways, for example, through high quality displays, praise from all staff, reward assemblies and recognition through the school's house system. The George Knowland Award and the awarding of certificates, for example, for reading, writing and attendance, also help to promote pupils' motivation and progress very effectively throughout the school.

- The school's vision of learning together, achieving together and bringing out the best in everyone is clearly shared by all staff with real commitment and enthusiasm. This makes a significant contribution to the progress pupils' make.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to raise attainment in writing, particularly for high achievers; to continue to raise attainment in reading and mathematics; and to raise attainment of identified underachieving groups.

Element 2 - Learner Attitude, Values & Personal Development

Evidence: Tour of school, visits to all classrooms, lesson observations, interviews with pupils, teachers, teaching assistants, parents and governors, and observation of lunchtime and assemblies

Strengths:-

- Pupils' behaviour is excellent. They are courteous, polite, positive and confident and are enthusiastic about their learning. Relationships between them are exemplary in classrooms and around the school.
- Pupils' relationships with staff are very positive. Their comments included, "Teachers help you", "Teachers are caring, like a family", "They take you, nurture you like a seed and make sure it grows", "Activities motivate us to learn", and "My school is brilliant." Such comments reflect the general view pupils have of the staff and the school.
- The school's above average attendance rate of 97% is a key indicator of how much the school is valued by pupils and parents. Pupils clearly love coming to school.
- Pupils live up to the expectations of their class charters, which they agree at the start of the school year. They are a real credit to the hard work put in by staff.
- In lessons, pupils are well focused and engaged with their learning. They cooperate effectively in pairs and small groups as well as when working as a whole class. They do so with genuine respect for each other and a real enthusiasm for learning.
- Pupils are given good opportunities to take responsibility, for example, through the school council, as talk partners, peer assessors, playground buddies, house captains and as library monitors. Such responsibilities are taken very seriously.
- An impressive variety of school clubs, including gymnastics, cooking, chess, journalism, film, taekwondo, choir, sign language, drama, netball, Spanish, gardening, arts and crafts and glee club, promote pupils' learning very effectively.

Areas for development:-

- The school may wish to consider sharing its strategy and good practice for promoting excellent attendance with other schools.

Element 3 - Leadership & Management

Evidence: Interviews with the headteacher, deputy headteacher, assistant headteacher, year leaders, teachers, teaching assistants, external partners, governors and parents

Strengths:-

- The school's vision and commitment to bringing out the best in everyone are made real through the outstanding leadership of the headteacher. Her commitment to excellence and inclusion for all is reinforced and complemented well by her successful strategy of developing high quality staff from within the school.
- The headteacher is highly regarded by children, staff, parents and governors for her dedication, enthusiasm, approachability, friendliness and commitment.
- She is very well supported by the deputy headteacher, assistant headteacher, year leaders and ASTs who together make an impressive senior management team.
- The senior management team supports staff development very effectively, not only by being approachable and supportive, but also by having high expectations of each other. This has impacted positively on the school's work and is borne out by the positive feel of the school as well as by the standards that pupils achieve.
- The school has a policy of developing staff from within, which provides valuable career opportunities for teaching and support staff. For example, teachers have started as students, become NQTs and then have progressed through different roles and responsibilities to become members of the senior management team. This approach has impacted positively on the standards that pupils achieve as the school is clear about high quality learning.
- The senior management team provides very helpful advice, guidance and feedback to staff, for example, following lesson observations or pupil progress meetings. This promotes and reinforces the school's commitment to excellence for all.
- Governors have a good understanding of the school's work and priorities, particularly in relation to the progress all pupils make and how the strong learning ethos of the school can be further developed.
- The school development plan and SEF clearly demonstrate the school's commitment to continuous improvement. For example, it is aiming to continue to improve standards and further develop the role of middle leaders in the school.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to further develop the effectiveness of middle leaders; and to develop the role of foundation subject leaders so that they can effectively monitor attainment across the school, support colleagues and lead staff development.

- The school may wish to consider looking at best practice within its cluster in relation to leadership and management in order to moderate its own “in house” approach to these areas.

Element 4 - Staffing System & Organisation

Evidence: Interviews with headteacher, deputy headteacher, assistant headteacher, year leaders, teachers, teaching assistants and governors

Strengths:-

- The staff’s commitment to pupils’ learning is consistent, enthusiastic and impressive. It is reflected in the feel of the school as a whole, in the learning environment and also in the standards pupils achieve.
- Relationships between staff are very positive and their comments included, “Staff are very motivated. We really enjoy our jobs”, “Staff are very friendly”, “It’s a very positive environment to work in”, “Staff are massively supportive”, “From day one it’s great the amount of faith the school has in you”, “No one’s out for themselves. Everyone works together”, and “Ann (HT) supports her staff through anything....”
- Staff teamwork is exemplary. Teachers and teaching assistants work closely together and really appreciate the support, encouragement and role modelling they get from the senior management.
- Performance management is well embedded across the school, applies to all staff and is linked to the SDP.
- Staff have very good access to training. For example, staff have attended courses on ICT, behaviour, dyslexia, symphony mathematics, leading for learning, middle leaders, speech and language therapy, moving from good to outstanding, safeguarding, and child protection.

Areas for development:-

- The school has already identified areas for further development in the SDP. See the leadership and management areas for development above.

Element 5 - The Learning Environment

Evidence: Tour of the school, visits to all classrooms and outside areas

Strengths:-

- The learning environment inside and outside the school is of high quality. Excellent attention has been paid to maximise learning opportunities for pupils through the learning environment.
- Displays are attractive and promote the school's work and ethos effectively, for example, through boards featuring history/geography week and science week, the celebration of 100% attendance, music performances, the house system, mathematics and the whereabouts of Barnaby Bear. These displays not only promote learning, but also bring the long corridors to life.
- Displays in classrooms and around the school also demonstrate that pupils' work and achievements are highly valued in the school. The entrance area displays and trophy cabinet add to the high quality value given to what the pupils have achieved.
- The school benefits from well equipped, attractive and safe outdoor areas. Play spaces are inviting and include various markings for games, cricket stumps, basketball nets, goal posts, drums and games such as noughts and crosses.
- There is a garden/pond area and areas for storytelling, stage and seating, and climbing. A small field complements the outdoor learning environment very well.
- Designated indoor spaces and rooms, for example, the ICT suite and cloakroom areas that have been converted into teaching spaces, are used well. Pupils' toilets have been upgraded to a very high standard.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to further develop the outside learning environment, in particular a gardening area to enable activities linked to the school's Food for Life Bronze Award.

Element 6 - Teaching & Learning

Evidence: Classroom visits, assessment data, lesson observation information, interviews with the headteacher, deputy headteacher, assistant headteacher, year leaders, teachers, teaching assistants and children, and displays

Strengths:-

- Regular monitoring by the senior management team indicates that most teaching is good or outstanding in quality. However, should the school apply the Ofsted criteria to the letter, any satisfactory teaching observed by the team, even one lesson, could mean an overall teaching grade of good.
- The curriculum is creative and topic based. Cross curricular approaches, for example, Year 3 pupils using blogging to develop literacy and ICT skills, are used effectively across the school.

- Staff have an open approach to the recognition of teaching strengths and weaknesses in terms of what makes a good quality lesson. They have also sought the views of the school council regarding good quality teaching. This openness exemplifies the high levels of trust between staff, and between staff and pupils.
- Pupils' progress is monitored regularly by the senior management team in order to ensure they are on track to achieve their targets. Action is taken where underachievement is identified in shading tracking sheets. Staff use the rate of pupils' progress, measured through ongoing assessment, as an indicator of the effectiveness of interventions.
- The school's innovative approach to lesson planning in writing, where pupils are encouraged to raise their aspirations by being presented with descriptors of three levels of achievement to work towards, has had a positive impact on their motivation and progress. The school is developing this successful planning approach in other subjects.
- Pupils work successfully in a number different ways, for example, in mixed ability groups, with talk partners and independently. Such flexibility helps pupils make good progress and gives them confidence with their learning.
- Elmwood Juniors' values as an inclusive school are promoted well in lessons. For example, individual needs are identified carefully through assessment data and relevant support targeted very effectively. As a result, pupils make good progress.
- The marking system, involving triangles and happy faces, is used consistently and is well understood by pupils. They know how to improve their work as a result of this understanding.
- Educational visits, for example, to the Science Museum, Whitehall, National Portrait Gallery, Seaford, Fairfield Halls, Ladyland Farm, Crystal Palace Study Centre and Buddhist Temple, enhance the curriculum successfully.
- Visitors to the school, for example, the London Mozart Players, Young Epilepsy, British Stammering Association and the Freshwater Theatre, enhance pupils' learning effectively.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to ensure teachers are more confident and accurate in judging levels of attainment; and to ensure the curriculum continues to be creative and engaging whilst supporting the development of core skills.
- The school may wish to consider monitoring the impact of its new planning approach (for writing) as it is rolled in other areas of the curriculum.

Element 7 - Resources & ICT

Evidence: Tour of school, visits to classrooms, lesson observations and displays

Strengths:-

- The school is well resourced. Resources are fit for purpose and are used effectively by all staff.
- The school's managed learning environment (MLE) provides good access to school information for staff, pupils, parents and governors.
- Specific programs like Mathletics and sites like j2e.com are used well to develop pupils' literacy and numeracy skills.
- Provision mapping helps to ensure resources are targeted appropriately and effectively.
- The Soundfield system not only supports pupils with hearing impairments effectively, but also benefits everyone in the rooms where it is fitted.
- Provision for ICT is good. For example, computers, digital cameras and whiteboards are used effectively to support pupils' learning across the curriculum. The ICT suite is used well.
- Resources such as the MLE, school website and specific programs to meet individual needs, together with pupils' confidence in using computers and digital cameras to research and record their work, demonstrate the importance the school places on ICT.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to maintain and update technology software and hardware.

Element 8 - Parents & Carers

Evidence: Interviews with the headteacher, deputy headteacher, assistant headteacher, year leaders, teachers, parents and governors, and Ofsted report

Strengths:-

- Parents are very positive about the school and are full of praise for the friendliness and approachability of the headteacher and staff. Comments from parents included, "Staff are brilliant", "The school is excellent", "Staff are very committed", "We feel part of the community", "Teachers are fabulous", "The headteacher, deputy headteacher and staff are always there for you", and "I can't see anything that needs to be changed."
- Parents believe that the school's communication with them is very good. They like the information on Fronter and find the information they are given about curriculum coverage, in advance of the term starting, very helpful.
- They find it easy to talk to staff in the playground at the start or end of the school day if needed and value these contact opportunities. There is an electronic notice board in the

entrance lobby and parents also enjoy the informative newsletters. Above all, they particularly appreciate the approachability of staff.

- Parents feel very welcome in the school. They believe that the school's way of dealing with any concerns they may have is highly effective and are full of praise for the support given to pupils' individual needs.
- Parental satisfaction with the school is high. For example, parents like the way their children are encouraged to do their best and are very happy with the progress they make.
- Parents feel involved in the life of the school through the information they receive, family learning weeks, and also through the opportunities given to them to help out, for example, on school trips.

Areas for development:-

- The school has already identified areas for further development in the SDP , for example, to increase parental involvement in curricular and extra curricular activities and encourage greater participation in workshops.

Element 9 - Governors, External Partners & Local Authority

Evidence: Interviews with governors, headteacher, deputy headteachers, assistant headteacher, year leaders, teachers and external partners

Strengths:-

- Governors are actively involved in Elmwood Juniors' and see the school as very much a place where each pupil is treated uniquely.
- Governors attend an annual governors' day, as a result of which they feel a part of the school's strategic planning process. They also believe this helps them to understand the school's work more directly.
- The chair of governors attends the school improvement conference and has been a key part of the decision the school has taken to focus on teaching and learning, following the consideration of pupils' outcomes against their targets. He works closely with the headteacher and deputy headteacher and is hugely appreciative of the very detailed and informative headteacher's reports to governors.
- Governors are clear about the school's priorities in the school development plan. They are proud of the way the school not only promotes inclusion, but goes out of its way to make sure no one feels left out.

- Governors are always looking to see where the pupils are in terms of the progress they are making. They then look at how this can be improved. They are particularly proud of the school's strong learning ethos and the way in which staff are developed through training.
- Governors have undergone a useful range of training, including, child protection and safeguarding.

Areas for development:-

- The school has already identified areas for further development in the SDP, for example, to increase opportunities for governor/staff interaction.

Element 10 - The Community

Evidence: Interviews with headteacher, deputy headteachers, assistant headteacher, year leaders, teachers, teaching assistants, pupils, parents and governors

Strengths:-

- The school makes a valuable contribution to the community as a members of a cluster of schools and learning network, and through the work of the ASTs. In doing so, it is living out its vision of learning together, achieving together and bringing out the best in everyone, within the school community and also beyond it.
- The school has successfully fundraised for a number of charities, for example, Great Ormond Street, Children in Need, Red Nose Day and the Poppy Appeal. This has helped pupils to gain a better understanding of the challenges faced by the wider community. The annual George Knowland Award also helps pupils to reflect on the sacrifices that members of the armed forces sometimes have to make.
- The school has helpful links with Elmwood Infant School, as a result of which transition is made as smooth as possible for pupils.
- The school makes good use of resources within the wider community, for example, through being part of the Whitgift and Beulah projects. There are also useful links with the safer neighbourhood wardens.
- There is an impressive range of extra curricular activities, including gymnastics, cooking, chess, journalism, film, taekwondo, choir, sign language, drama, netball, Spanish, gardening, arts and crafts and glee club.

Areas for development:-

- The school may wish to consider making more use of the expertise parents could bring to the school as part of the already identified SDP objective of increasing parental involvement. See the parents and carers areas for development above.

Summary

Elmwood Junior School is a welcoming and friendly place which pupils love to attend. It lives out its vision of learning together, achieving together and bringing out the best in everyone, by delivering high quality learning to its pupils.

The school's vision and commitment to bringing out the best in everyone are made real through the outstanding leadership of the headteacher. Her commitment to excellence and inclusion for all is reinforced and complemented well by her successful strategy of developing high quality staff from within the school.

The headteacher is very well supported by the deputy headteacher, assistant headteacher, year leaders and ASTs who together make an impressive senior management team.

Pupils' behaviour is excellent. They are courteous, polite, positive and confident and are enthusiastic about their learning. Relationships between them are exemplary in classrooms and around the school.

Pupils' relationships with staff are very positive. Their comments included, "Teachers help you", "Teachers are caring, like a family", "They take you, nurture you like a seed and make sure it grows", "Activities motivate us to learn", and "My school is brilliant." Such comments reflect the general view pupils have of the staff and the school.

Relationships between staff are very positive and their comments included, "Staff are very motivated. We really enjoy our jobs", "Staff are very friendly", "It's a very positive environment to work in", "Staff are massively supportive", "From day one it's great the amount of faith the school has in you", "No one's out for themselves. Everyone works together", and "Ann (HT) supports her staff through anything...."

Parents are very positive about the school and are full of praise for the friendliness and approachability of the headteacher and staff. Comments from parents included, "Staff are brilliant", "The school is excellent", "Staff are very committed", "We feel part of the community", "Teachers are fabulous", "The headteacher, deputy headteacher and staff are always there for you", and "I can't see anything that needs to be changed."

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.



Assessment Report by IQM



Assessor: Barry Gilhooly

Date: 10 July 2012