



Inclusion Quality Mark (UK) Ltd

8th May 2013

Mr Deena Chetty
Headteacher
Coppetts Wood Primary School
Coppetts Road
Friern Barnet
London N10 1JS

Assessment Date: 29th April 2013

Summary

Coppetts Wood is a one form entry primary school situated in North London. It has a specialist resource provision for up to fourteen children with speech and language difficulties. It is an outstanding school which is very popular with parents and carers. Ofsted say, "The headteacher and staff have very successfully created an extremely positive atmosphere for pupils to learn and develop." The school is accommodated in a two storey building on a spacious site which also houses a children's centre and an adult education cabin. The recent intake of an additional reception class has necessitated reorganisation of buildings and the provision of an additional wooden building for the Children's Centre. The school is sited in extensive grounds which have been successfully developed to provide excellent provision for recreation and learning.

The school has a welcoming environment with a calm purposeful atmosphere in classrooms and around the school. Colourful, informative displays support learning and demonstrate that the attainment of pupils is celebrated and valued and that inclusion is central to everyday practice. An extremely positive atmosphere and excellent relationships between adults and children reflect the school's values. Pupils' personal development is outstanding and they are well cared for and feel safe. Children report that they are consulted, listened to and are supported to learn and to succeed.

The school is committed to maintaining and developing the inclusive nature of provision. There is an ethos of continuous improvement. Good relationships with representatives from a range of agencies ensure that children and families are well supported. The highly effective team committed to ensuring that all in the school's community are included in opportunities to contribute, learn and develop. The governing body is intent on continuing to support the school's inclusive nature. They contribute to and monitor all aspects of the school's endeavours.

Extensive high quality resources are provided to meet the needs of the children. Good levels of progress and attainment have been sustained over time as the school effectively supports pupils to achieve. The inclusion manager who is also the deputy headteacher, works extremely effectively and enthusiastically to ensure that inclusive practices are embedded in every-day practice. Her leadership of inclusion in the school results in successful outcomes

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for all pupil groups. There are systems to ensure that children who receive specialist speech and language provision are fully included in their base classes. Assessments and regular progress meetings focus on the development and needs of all learners and ensure that resources are deployed appropriately and effectively. The work of support staff in providing many intervention programmes makes an outstanding contribution to the progress made by pupils.

A curriculum designed to engage learners through interesting and relevant experiences meets the needs of all learners. Clubs and activities support the development of pupils' skills and understanding and motivate them to learn through exciting stimulating experiences. Children work together harmoniously and enthusiastically. They enjoy school and know what is expected of them. Effective support is offered to those with identified special needs, those who are at the early stages of learning English and those who are gifted or talented.

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: Linda Carr

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Name of School:	Coppetts Wood Primary School
Headteacher:	Mr Deena Chetty
Date of assessment:	29 th April 2013
Final assessor/s:	Linda Carr
Successful:	Yes

Context of the School and Sources of Data

Coppetts Wood School is situated in a residential area of Muswell Hill in North London. Pupils are from a wide range of ethnic backgrounds with a high number of children speaking English as an additional language. There is one form of entry with an additional reception class. There are 240 pupils on roll with thirteen pupils who access the specialist speech and language provision. 23% of pupils are eligible for free school meals. Around 58% of pupils are from ethnic minority groups, and 57% pupils are learning English as an additional language. Sixty three children are on the special educational needs register. Six mainstream pupils and thirteen benefitting from the specialist provision have statements of special educational need. There are four looked after children.

- IQM portfolio of evidence.
- Ofsted Inspection Report (September 2011).
- A range of school policies.
- Interview with the headteacher.
- Interview with the deputy headteacher/inclusion manager.
- Interview with the chair of governors and SEN governor.
- Interview with lead member of staff for LRP.
- Interview with learning mentors.
- Interview with the education psychologist.
- Interview with CAMHS project practitioner.
- Interview with speech and language therapists.
- Meeting with school councillors.
- Meeting with parents and carers.
- Meeting with the EY and KS1 SENCO.
- Tour of the School.
- Observations of classroom activities, playground activities and lunchtime arrangements.

Portfolio and Other Supporting Evidence

The IQM assessment framework Tracking Document offers comprehensive evidence to support the view that this is an inclusive school. Evidence clearly refers to a wide range of documentation and activities presenting an accurate self-assessment of the school's policies, awareness and practice. The range of supporting evidence scrutinised and the meetings held is documented above in the 'Sources of Data' section of this report.

Element 1 – Learner Progress

From a baseline for most of levels below their age on entry to the school pupils make good progress during their time at Coppetts Wood. Ofsted say, “Pupils thoroughly enjoy school and are highly motivated learners.” Effective monitoring and assessment is used to identify areas for improvement for all pupils. Assessment for learning techniques and a clear formative marking policy ensure that pupils know how to move forward in their learning. Regular assessments and reviews of the effectiveness of interventions enable teaching to focus on targeted support. The IEPs of identified pupils are monitored weekly. Carefully differentiated planning demonstrates that the progress of all learners is considered. Class based intervention and group support teaching are used very effectively to ensure maximum impact. The learning mentors work with pupils to identify barriers to learning. Learning tasks are well designed to motivate and to match the needs of learners.

Strengths:-

- Comprehensive monitoring and tracking of progress for individuals and for specific groups of learners ensure that good progress is made by all. Pupil progress meetings ensure that the attainment of all learners is monitored.
- Lesson plans are detailed and are differentiated to ensure that the needs of all learners are considered. Clear expectations of attainment in lessons are made in the “must”, “should” and “could” outcome statements.
- Children undertake peer assessment and feedback which supports their learning.
- IEPs are written in child friendly language so that pupils understand what they need to do next.
- The inclusion manager monitors the progress of those who are deemed to be vulnerable or causing concern.
- Challenging targets for mathematics and literacy which pupils are involved in setting ensure that they can identify their own progress.
- Pupil voice interviews and pupil questionnaires ensure that the views and feelings of pupils are considered and taken into consideration when planning any developments.
- A range of strategies and interventions including programmes such as “circle of friends” and talk partners are implemented to support the raising of attainment through consideration of conditions for learning.
- All adults have extremely high expectations for children. These are communicated effectively to pupils and parents. Children are able to articulate what they need to do to succeed.
- There is excellent provision for all children. The inclusion manager works effectively to acquire and allocate appropriate support for children with identified needs.

- Pupils are offered a wide range of opportunities such as outings and special events where they can develop their abilities. These include trips to local resources and visitors to the school as well as events such as a talent show.
- Early intervention ensures that barriers to learning are addressed quickly so that pupils experience success.
- Weekly special mention assembly encourages children to try their best and rewards are given for effort and attainment.

Areas for development:-

- The school is to review the ways in which targets are shared with children and develop their self-assessment capabilities.
- There are continuing plans to further raise standards in writing.

Element 2 – Learner Attitude, Values & Personal Development

The school's equal opportunities statement says, "At Coppetts Wood all children are valued regardless of their race, culture, faith, gender or ability". The school works effectively to ensure that pupils' appropriate attitudes and values are developed. Ofsted report that, "Outstanding care, guidance and support and the very positive school atmosphere make a considerable contribution to pupils' personal development." Relationships between all are respectful and supportive and children are proud of their school, enjoy their learning and are happy during their time in school. Children understand what is expected of them and respond well to the clear expectations of behaviour. Some teachers use restorative justice practices to resolve conflict. Fair treatment and support to develop appropriate personal attributes mean that pupils try their best and concentrate on their work. Pupils listen to adults and to each other. Children seek help from one-another to improve their learning. The learning mentor holds drop in sessions for older children where they can discuss any problems. Pupil voice is considered a priority and questionnaires and interviews are undertaken regularly. The school is passionate about offering children opportunities to show their skills and abilities.

Strengths:-

- Clear and relevant policies designed to ensure that attention is paid to personal development are implemented through day to day practice.
- Children in the language resource provision are based in mainstream classes for as much of the day as is possible to support full inclusion.
- Celebration of achievement takes place in the weekly assembly and there are various class rewards and a whole school reward system in place.
- Pupils feel that their needs are considered and that behaviour issues are managed fairly and effectively.
- Pupils are given opportunities to contribute which enable them to develop positive attitudes. They were able to choose a character from Roald Dahl books as the name of their class.
- An extensive range of clubs is available to the children to encourage them to feel confident and to develop their abilities and social skills. Children are able to suggest clubs that they would like to have provided.
- Breakfast and after school clubs are provided on site.
- School council members take their role very seriously. They consult with their classmates in order to raise key issues during their meetings.
- Support for pupils includes a practitioner from the CAMHS project who provides therapy on site. She works sensitively with children and families.

- Children are included in parent consultation meetings so that they can contribute to the discussion on how they are progressing.
- Special Mention outings are arranged for pupils who consistently achieve.
- Pupils take part in music and dance festivals and a range of competitions and tournaments.
- In Year six there is a careers project which helps pupils to consider their future. Professionals are invited to speak to children.
- Year six pupils go on a school journey to the Isle of Wight designed to help them to become more confident, independent and to work together collaboratively.
- Two children have been elected to “Bobby Panel” a Barnet group designed to listen to the views of school children.
- A range of religions and cultures are celebrated through assemblies and RE lessons.

Areas for development:-

- Opportunities for pupils to become “Young Sports Ambassadors” are being developed.

Element 3 - Leadership & Management

The leadership team are extremely effective in sustaining the inclusive nature of the school. All staff understand their leadership role and this is exemplified by the extremely dedicated team of staff working well together to maintain the highly effective community. Including all in activities to support learning and personal development are high priorities which underpin all that the school does. The chair of governors said, "Inclusion at Coppetts Wood is an integral part of who we are and what we are." The headteacher and senior leaders support staff both professionally and personally. The skills and talents of all in the staff team are recognised, valued and fully utilised. Recruitment of staff is undertaken rigorously. Whole school and individual staff training opportunities are designed to meet the needs of the team. Staff are encouraged and supported to develop professionally.

Strengths:-

- The school improvement plan is produced in consultation with the governors, parents and all in the school.
- Senior staff are committed to ensuring that inclusion of all groups and individuals underpins everything that they do. There is an equalities working party made up of senior leaders and key support staff. They contribute to whole school action plans.
- Policies to support inclusive practice are clearly presented, regularly reviewed and understood by all. Governors are fully involved in the cycle of reviewing and updating the policies.
- Rigorous monitoring of all aspects of the school's provision reflect the aspirations of excellence and continuous improvement.
- Monitoring of teaching and learning are undertaken as part of the maintenance of the effectiveness and appropriateness of provision.
- The inclusion manager leads a highly effective team who ensure that the needs of children are met.
- The firm commitment to ensuring that all pupils feel included and are able to access all aspects of the curriculum results in all children being enthusiastic and motivated learners.
- Staff feel that they are fully supported in developing their effectiveness and in planning their future professional development.
- Weekly meetings for language resource staff and mainstream staff ensure that all are included in developments.

Areas for development:-

- Leadership and management is being further developed through:-
 - continuing to develop the roles and responsibilities of senior leaders,
 - a review of the aims and vision,
 - further development of the roles of subject leaders.

Element 4 – Staffing System & Organisation

Staff are appropriately deployed to support the work of the school. Organisation and clear systems of staffing contribute to the school's success. Procedures and processes support the smooth running of the school and ensure that effective provision is made for all pupils. Roles and responsibilities are well-defined. Staff are treated respectfully and are given appropriate responsibility and support. Key areas of development are discussed in staff meetings. Everyone is kept informed and all have opportunities to share information. A performance appraisal system is in place and is used appropriately to support individuals. Identified needs are met through regular in-house and external training and development. Opportunities are offered to all staff according to their identified learning and professional needs.

Strengths:-

- The school has systems in place to ensure that all staff are offered good support and are made to feel valued.
- Staff have access to a wide range of development opportunities. Regular observation supports professional development.
- Inset sessions are organised to support whole school developments.
- Staff recruitment procedures, ensure safe and fair recruitment.
- Staff feel supported and teaching assistants work with teachers to plan.
- The early years and key stage one SENCO reports that she has been very effectively supported by the inclusion manager to enable her to undertake her role.
- The organisation and staffing of the school ensures that sufficient attention is given to the support of pupil progress.
- Expert and enthusiastic support staff are effectively deployed to support children with Special Educational Needs as well as other groups of children who may need intervention strategies. Every class has a teaching assistant.
- Expert staff attached to the language resource provision share their expertise with all in the school.
- The learning mentors work extensively with children and families to improve attendance and to support those who are vulnerable. They liaise closely with the Children's Centre.

Areas for development:-

- There are no significant areas for development.

Element 5 – The Learning Environment

The school is housed in a two storey building with extensive grounds. A separate demountable building provides accommodation for the two reception classes and a nursery class. The children's centre has two buildings within the grounds. An attractive well-maintained learning environment has been created. The outdoor space provides learning and recreational opportunities. Classrooms are well organised and well-resourced to support effective learning. The bright entrance is extremely welcoming and provides good information for parents and visitors. There are signs in a range of languages. The accommodation has been developed to offer appropriate spaces for groups and activities. The children are proud of their school and they take good care of it and keep it in good condition.

Strengths:-

- The school provides an environment which is designed to support learning and the personal development of pupils. There was a focus on Science displays at the time of the assessment.
- Colourful and informative learning displays are mounted in classrooms. Visual timetables support all pupils.
- The environment has been developed with consideration of the needs of the pupils. A lift provides access to the second floor accommodation.
- There are two speech and language therapy rooms.
- The outdoor areas have been developed to offer play equipment, shelters and learning areas.
- The organisation of classrooms and groups of learners is conducive to inclusive provision. Special furniture and equipment is provided for identified pupils and workstations are placed in classrooms for those who need them.
- Talking postcards are used on displays.
- The eco garden is attractive and offers a calm and restful space for adults and children.
- Displays around the school celebrate diversity and recognise the achievements of children. There is a display of Jewish creation stories.
- The school secured funding from the government to develop an eco-water feature in the grounds.

Areas for development:-

- There are no significant areas for development.

Element 6 - Teaching & Learning

A focus on raising standards and developing expertise ensures that children are supported to become confident and enthusiastic learners. The curriculum offers pupils interesting and motivating activities developed to enable them to learn successfully. Planning provides for the needs of all learners. There are explicit teaching opportunities to ensure that pupils understand the nature of a diverse world. For example there are activities for black history month and refugee week. Carefully considered supportive feedback is provided for learners and highly effective teaching results in the children making very good progress. Teaching assistants provide excellent support to help children become effective learners. Children are very positive about their learning and it is evident that they enjoy school. Trips and visits enrich the curriculum. A residential trip helps to raise attainment through developing confidence and self-esteem.

Strengths:-

- The curriculum has been developed to offer children real experiences to support learning.
- Planning and curriculum documents show that careful consideration is given to meeting the needs of all learners.
- Clear learning intentions ensure that children know what is expected of them. They contribute to target setting and they can explain what they are learning and what they need to do to improve. The smiley face assessment system allows pupils to consider their learning.
- A good level of support is offered to ensure that children are helped to reach their potential. Teaching assistants work in partnership with teachers and the inclusion manager to ensure that children are able to progress.
- A thorough analysis of learning needs is undertaken and a range of in-class practices and strategies are implemented to address those needs as well as a range of intervention programmes being provided.
- An extensive range of intervention programmes such as “communication in print” are offered. Some children are offered Easter school activities and after school boosters to further support learning.
- Culturally diverse texts are used to demonstrate how the school values diversity.
- There is reverse integration offered to some mainstream pupils to spend time in the language resource provision room.
- There are termly meeting with the SENCO and other staff to plan for provision following pupil progress meetings.
- The special provision is planned by the SRP staff and provision is designed and monitored by the inclusion manager for other pupils with special educational needs.

- A range of trips is offered to build confidence and to support learning.

Areas for development:-

- Ways of further developing more able provision are to be considered.

Element 7 – Resources & ICT

The school is very well resourced. Creative and good use is made of resources. As a result there is good provision for learners. Computers are available to all pupils in their classrooms to support learning. The interactive whiteboards in classrooms have recently been updated to SMART boards. High quality teaching and learning materials are provided which are accessible to children and are utilised effectively. The book provision has recently been reviewed and the library has been restocked.

Strengths:-

- The provision of resources throughout the school is good and staff make good flexible use of these resources to meet the needs of individual learners.
- Children access laptops in the classroom to support their learning.
- There are iPads and a range of control technology is available.
- Some pupils are provided with specialist equipment such as enlarged keyboards and tracker balls.
- Subject leaders identify requirements and manage the allocated budget for their area.
- Curriculum planning is used to identify resource requirements.
- Creative use of staff ensures that children enjoy a wide range of activities.
- Recording pens and postcards are used to support pupils in recording their work.
- Video conferencing and emailing are available for children to communicate with a school in France.

Areas for development:-

- There are no significant areas for development.

Element 8 - Parents & Carers

Parents and carers are very happy with the school. One parent said that she catches two buses to get to the school since she moved out of the area as she so values what the school offers. Enormous effort ensures that parents and carers are supported in their understanding of, and contribution to, their children's progress. Parents and carers receive regular informative newsletters. Texting is also used to keep them informed. Workshops are provided to outline how the curriculum is taught at school. The parents of children with special educational needs are very well supported by the inclusion manager and, where appropriate, by the staff in the specialist provision class. Regular opportunities to attend events such as assemblies and concerts are provided.

Strengths:-

- The school's open, welcoming ethos means that parents feel comfortable in the school environment.
- Staff are approachable to parents and children. The excellent relationships that have been developed ensure that parents and carers trust school staff and feel able to share sensitive information to enable staff to offer support to their families.
- Parents feel that they are welcomed into school when their children first start and report that they are invited to workshops to help them to understand how best to support their children's learning.
- The recently introduced quick learning sessions with parents before class assemblies are designed to help them to understand what their children are learning.
- There are many classes and events offered to parents by the Children's Centre such as childcare Level three and ESOL. Barnet College provide courses such as manicure, digi-families and Mrs Honey Pot.
- There are very good opportunities provided for parents to be informed of their children's progress and to discuss their needs.
- Reading and homework diaries are sent home with children.
- Parents are invited to a range of events and activities and they feel that there are many opportunities for them to become involved in the life of the school. They are welcome volunteers in classes.
- There is a PTA led by parents and social events are organised throughout the year.
- Parents greatly appreciate the efforts made by the school to induct their children when they first come to the school and to support them during the transfer process to secondary school.
- The website offers extensive information.

Areas for development:-

- There are plans to continue to develop opportunities for parental involvement in children's learning.

Element 9 - Governors, External Partners & Local Authority

Governors undertake their responsibilities diligently. They are involved in all aspects of school life. They make valuable contributions to identifying areas for development and they monitor the progress of any developments. The Governing Body ensure that the nature of the school is that of being an inclusive place for children, their families and for staff. They understand their responsibilities well, have agreed development plans and policies and have established an equalities group to consider all aspects of inclusion. The governors aim to ensure that all community groups are represented. The School works in partnership with a range of support services and external agencies such as the Educational Psychology service.

Strengths:-

- The governing body is committed to the school's vision and values and works consistently to support and develop the strong inclusive ethos.
- Governors feel that they are very well informed and they are involved in activities and events. They are each linked with a class and make regular visits to the school to monitor provision.
- The school works with multi-disciplinary agencies to ensure that effective support is provided for children and families.
- The adult education cabin is situated in the school's grounds. Parents access the courses there.
- There are two speech and language therapists based in the school as part of the specialist provision. These professionals feel that they are well supported by the school. They reported, "This is a lovely place to work because it is so inclusive."
- Good transition arrangements are in place for all children on entry and when they transfer to secondary school.
- Students from local secondary schools and teaching students from Middlesex University undertake placements in the school.
- A clinical psychologist from the CAMHS service sees children in school as she feels that this improves the attendance of children and families at appointments and changes attitudes towards the service.
- Staff have visited Turkey and Romania as part of a Comenius project.
- There are links with Barnet schools sports programme which offers coaching.

Areas for development:-

- There are no significant areas for development.

Element 10 - The Community

The school manages the Children's Centre which offers a range of services to the community. There are good links with local agencies. Pupils visit local places of worship and religious leaders are invited into the school. The police and fire brigade visit and give talks to classes. The school participated in Asda's "Tickled Pink" event.

Strengths:-

- Pupils participate in many local tournaments and competitions for activities such as swimming and football.
- They take part in the Barnet dance and music festivals.
- Professionals from the local community are involved in the careers project.
- Children regularly visit local resources such as local churches and shops.
- The choir sang carols outside Tesco's at Christmas.
- Local poets and authors participate in National Book Week activities.
- Sports coaches lead activities.

Areas for development:-

- There are no significant areas for development.

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Extensive high quality resources are provided to meet the needs of the children. Good levels of progress and attainment have been sustained over time as the school effectively supports pupils to achieve. The inclusion manager who is also the deputy headteacher, works extremely effectively and enthusiastically to ensure that inclusive practices are embedded in every-day practice. Her leadership of inclusion in the school results in successful outcomes for all pupil groups. There are systems to ensure that children who receive specialist speech and language provision are fully included in their base classes. Assessments and regular progress meetings focus on the development and needs of all learners and ensure that resources are deployed appropriately and effectively. The work of support staff in providing many intervention programmes makes an outstanding contribution to the progress made by pupils.

A curriculum designed to engage learners through interesting and relevant experiences meets the needs of all learners. Clubs and activities support the development of pupils’ skills and understanding and motivate them to learn through exciting stimulating experiences. Children work together harmoniously and enthusiastically. They enjoy school and know what is expected of them. Effective support is offered to those with identified special needs, those who are at the early stages of learning English and those who are gifted or talented.

Assessor: Linda Carr

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