Assessor's Evaluation for the IQM Flagship Project

School: Cannon Lane Primary School
Cannonbury Avenue
Pinner
London
HA5 1TS

Head/Principal: Mr Alastair Phillips

IQM Lead: Ms Eleanor Rea

Date of Review: 24th June 2022

Assessor: Siân Morris

IQM Cluster Programme

Cluster Group: Quality First Network

Ambassador: Rekha Bhakoo

Date of Next Meeting: 1st July 2022

Next Cluster Group Meeting Focus: Implications of the SEN Green paper

Sources of Evidence during IQM Review Day:

- Headteacher, deputy headteacher and assistant headteacher (SENCo / IQM lead was unwell)
- Learning mentor
- Teachers responsible for P.E. and year 4 / video from music teacher
- Support staff including staff from Rainbows provision
- Year 2, 5 and 6 pupils
- Parent

Additional Activities:

- IQM documentation
- School tour

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Evaluation of Annual Progress towards the Flagship Project

There are three main strands to the school's current project. Each strand is designed to further improve the provision for children with a variety of additional needs, with a strong emphasis on support for social, emotional and mental health needs.

To develop Forest School provision for children at Cannon Lane and neighbouring settings.

The SENCo has now completed level 3 certified Forest School Leader training. Forest School is run across year groups from Years 1-6. This has enabled older pupils to take on more responsibility within the group, such as a Year 6 child supporting a new arrival in Year 3 in their home language. Children have been able to develop relationships with children from other Years during Forest School which then support them in other aspects of school life and support them in feeling that they belong. The inclusion of two children with hearing impairments has also facilitated a conversation about disability and difference and raised their self-esteem as a result.

Progress of children entitled to Pupil Premium Grant, including those attending Forest School, is tracked using Leuven scales, which track wellbeing and SEMH needs. This has also raised the awareness of staff and further increased understanding of how SEMH needs can impact on children's learning.

Forest School has also been used to further develop community links as well as raising children's awareness of environmental issues. A number of fruit trees, funded by the Friends of Cannon Lane, have already been planted, and children have had the opportunity to be part of "Adopt a Tree for the Jubilee." Over one hundred and fifty saplings have been adopted by families, with the intention of planting the saplings later this year. The children are caring for their saplings at home, with child friendly instructions provided by the parents' association.

Children are also involved in related projects across the school. A herb and vegetable garden has been established to provide a "soft" exit for those children leaving Forest School. In Early Years, wildflowers have been planted to increase children's understanding of life cycles. The school has also engaged with local experts to review the school site, and a wildlife flower meadow is in the process of being developed through a "no mow" zone in the Forest School area.

The school had planned to offer Forest School sessions to local pre-school groups. At present one weekly session is offered but it has not yet been possible to extend this due to ongoing staff shortages as a result of Covid. The school plan to expand this offer in the next academic year.

To develop Music Therapy within school to better meet the needs of children with speech, language and communication needs.

The SENCo and music leader have worked closely together to develop provision for children with speech, language and communication needs. In consultation with Harrow Music Service, the music leader has begun to deliver bespoke one to one sessions for

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children identified as being disadvantaged over the past year. This has had a noticeable impact on the confidence and self-esteem of the children involved and has supported them in feeling part of the school community.

The school has further planned to provide staff training and bid for additional funding so that this strand can be further expanded. The plan is to train other members of staff to also deliver sessions, growing capacity and enabling more children to benefit. The intention is to focus primarily on children with SLCN to develop their communication skills and enhance their wellbeing.

To develop interventions and skills to support social, emotional and mental health needs of children across the school.

The Learning Mentor has undergone training with the local educational psychology service to enable her to provide ELSA support to key children across the school. A trial group of children are already receiving support, focussing on personalised outcomes which are agreed with the children and their parents. Early feedback suggests that the initiative is having a significant impact on the children involved, and with parents and teachers reporting an increase in self-esteem and positive emotional regulation.

The school has invested heavily in additional resources to further support this work. Staff are able to access a wide range of resources, including story books, which can be used with children. The Learning Mentor also offers help and advice to colleagues supporting children with SEMH needs two days per week, and there is a strong whole school ethos surrounding inclusion and the value of diversity.

The Rainbows Programme has been established to support children who have experienced bereavement or other forms of loss. Overseen by the Learning Mentor, trained members of support staff run it. This group support offers children an opportunity to share and work through their experiences, and also helped build a sense of a supportive community. This has been so effective that there is now a waiting list, and referrals have been made to other services in relation to some of the issues children have raised.

The school also has access to a creative therapist who works in school, working with children identified by the school as being in need of additional support. As well as individual work, the therapist is also offering a Year 6 group to support transition to secondary school. This has arisen out of the higher levels of anxiety which some children have experienced during and post-pandemic.

Agreed Actions for the Next Steps in the Flagship Project:

Building on good practice in supporting the social and emotional wellbeing of all children in school.

The school plans to further build on the excellent work done this year, embedding current initiatives and introducing further strands to enhance the provision already in place. The intention is to further raise the awareness of all staff and target a broader

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range of children through the various different approaches. The SENCo and Learning Mentor work very closely together to ensure these developments to have maximum impact.

To extend Forest School offering to all.

The SENCo plans to provide at least one Forest School session for every class in the school over the next academic year, in line with the DfE's drive to increase children's access to outdoor learning and the natural environment. The school will continue to provide more extensive and longer-term Forest School sessions for those children identified as having SEMH needs or who are on the SEN register.

The science leader and SENCo are collaborating to improve links between the science curriculum and Forest School provision, in addition to the clear links with PSHE. There are also plans to further develop the site to maximise this potential.

To embed ELSA across the school

Whole school professional development is planned for next year to share the objectives of ELSA and improve staff understanding of what it entails. A clear referral process is being devised so that staff can refer in children they have concerns about.

To work in partnership with Oxford University and ICATS (identifying child anxiety through schools).

The school are currently working with Oxford University as part of a research project about children's anxiety in schools. The school has been selected for trial intervention and initial questionnaires have been completed with the children in those classes involved. Intervention will be put in place over the next year, and the questionnaire repeated to assess the impact. Additional training will also be given to staff to help them identify possible signs of anxiety in their pupils.

To develop Music Therapy within school to better meet the needs of children with speech, language and communication needs and those who are disadvantaged.

Plans are for additional members of staff to be trained by the music leader to deliver music therapy, as well as seeking to develop the means by which children are identified. The impact on children's communication skills and their emotional wellbeing will also be further assessed. This initiative will be shared with all school staff, with the intention of raising awareness.

To improve children's mental health and wellbeing through the development of the curriculum, in particular, P.E.

As part of the school's drive to further expand the support for SEMH, a new P.E. scheme has been identified to support the delivery of high-quality P.E. in school. This links to the evidence linking regular physical activity to improved mental health. In particular, the school aims to raise teachers' confidence in the delivery of dance lesson, as well as helping teachers to adapt and personalise lessons for children with additional needs.

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Assessor's Evaluation for the IQM Flagship Project

The Impact of the Cluster Group

Having been a Flagship school for a number of years, Cannon Lane Primary School has been involved in IQM Cluster meetings since May 2018. The school has been represented at one of the last three cluster meetings, due to other commitments on behalf of the SENCo. At the last meeting, the cluster considered the use of educational psychology time in different settings, and in particular the advantages of having an assistant Educational Psychologist in school.

Other areas of discussion also included the SEN Green paper and the differences in LA provision and interpretation of the SEN Code of Practice.

Overview

Cannon Lane Primary School is a large primary school in the London Borough of Harrow and has recently expanded from three to four forms of entry. Previously the school consisted of two separate schools, which amalgamated in 2013. The present Headteacher joined the school in September 2014 and his Deputy joined in the spring of 2015. The school has been restructured so that staff work in phases; Early phase (Reception and Year 1), Middle phase (Years 2-4) and Upper phase (Years 5 and 6). The staff in place are very stable and a number of staff joined the school as newly qualified teachers and have worked their way up to middle leadership roles.

The school serves a relatively affluent area of Harrow, with less than fifty pupils entitled to Pupil Premium. There are currently sixty-one children on the SEN register and fifteen have Education and Health Care Plans. Around 70% of children are recorded as having English as an additional language. There is a strong parental emphasis on academic achievement, and many children have additional tutoring or academic activities outside school. The vast majority of children are achieving well academically. There are also a small number of children with complex needs and the school has recently welcomed its first Ukrainian refugees.

The school aims are for children to be happy, safe and successful and this applies equally to staff. The staff want children to enjoy coming to school and this is reflected through a curriculum which is designed to be engaging and fun. Staff treat children with respect and expect children to respect the staff and each other and the school is a UNICEF Rights Respecting school. There is a strong emphasis on a values led ethos, and the school has "value of the month" which is reinforced through assemblies and a reward system.

As many families are primarily focused on academic success, the school has worked hard to help parents understand the value of a broad and balanced curriculum focussed on a range of high-quality first-hand experiences. The curriculum is known as STARS; share (collaborate with others), try (its ok to make mistakes), aspire (high expectations and levels of challenge), respect (for ourselves, school, others and the environment) and shine (opportunities for children to showcase their knowledge and skills). Great value is placed on giving the children exposure to a wide range of experiences, both within and beyond the school; for example, the school have recently had a visiting circus. One Year

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group had an Egyptian workshop on the day I visited, and staff and children were dressed accordingly. Year 6 have recently had their residential trip to PGL on the Isle of Wight, where they had the opportunity to do a range of adventurous activities. Children also have the opportunity to learn a variety of musical instruments, and around two hundred and seventy children have lessons from peripatetic teachers. Whole year groups are also given the chance to experience new instruments; for example, Year 5 learn the steel pans.

The school makes good use of subject specialists to enhance the provision already in place. Specialist music and art teachers are used to provide planning and preparation time for class teachers, with projects linked to the class curriculum. There is also a food technology room where children can learn to cook simple meals. The school environment is calm and orderly, with the corridors deliberately kept clutter free.

The school also place high importance on the value of positive self-esteem and good mental health, hence the focus of the current IQM project. Staff are also given opportunities to develop and receive appropriate training to help them in their roles; the Rainbows bereavement initiative is one example of this. The Wonder Room, where the Learning Mentor is based, is deliberately set up to have a different feel to a classroom, so that children can come to chill out or share concerns in a comfortable and welcoming environment.

Children's wellbeing and mental health is considered a priority, with a range of initiatives and supports in place to provide for children with a variety of social and emotional needs, such as anger management or bereavement counselling. The school has links with the Catholic Children's Society, who provide two days of in school counselling each week. The investment in Forest School and Music Therapy provides additional opportunities for children to access support in a variety of different ways, often bespoke and tailored to the needs of the individual, such as the child who has been doing Beatboxing lessons. As well as the Year 6 transition group, Year 6 pupils also have a lunch time drop in where they can check in with staff if they are feeling anxious or have any other issues.

Leuven scales are used by class teachers to track the progress of children entitled to Pupil Premium, with the help of the Pupil Premium Lead and the Learning Mentor. These measure wellbeing and involvement in school life. Each child has an individual action plan, reviewed termly, which identifies any barriers to learning and seeks to remove these; one example was a child who was constantly late, so she was given a place in breakfast club. Consideration is given to any presenting issues and possible solutions put in place.

Forest School is highly valued by children and staff alike. Run during the afternoons, it involves around twenty children in total. Learning in Forest School is skills based and child led and has allowed children with complex needs to grow in confidence, and to further develop relationships with peers. A member of staff told me about one child, a refugee who was new to the school, and how he had flourished; she said, "He's like a different child out there." One Year 6 child who had attended Forest School had improved his skills so much that he was able to attend the PGL residential with minimal extra support. I spoke to two children with hearing impairments who both attend forest

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school, and they told me they enjoyed pressing flowers and swinging in the hammock, as well as the hot chocolate and marshmallows! The Year 5 child described Forest School as "most inspiring".

The Learning Mentor leads on pastoral support across the school, having previously been a play leader and teaching assistant until taking on this role three years ago. She provides a valuable support for pupils, staff and parents alike, with the ELSA project her latest focus. Initial feedback from pupils and parents is very positive. Her dedication and commitment, and that of the teaching assistants running the Rainbows Programme, is exceptional.

The staff responsible for Rainbows spoke about it with such passion. They work with children who have experienced loss, such as a bereavement or separation of parents. Rainbows is a structured twelve-week programme which enables the children to develop ways of managing their responses more positively; they come to understand that it is not only them in that position and will often check in with the adults or each other outside sessions. One child reportedly said, "That's exactly what happened to me!" Arts and crafts are used as a medium to help the children start talking – as one member of staff said, "They can't wait to come back." Another said, "We're like their family in school…to see them develop from a situation where they're so lonely to being so open and matter of fact about it – I love it." The programme is so popular that parents are now asking if their children can be part of it.

Pupils have a range of opportunities to take on additional responsibilities, such as becoming a prefect. Children are confident and articulate and are given opportunities to expand their skills as they grow. There is a real sense of shared community across the school, with a shared purpose and ethos fostered through assemblies and the daily interactions between staff and children. Strong relationships underpin this.

Pupil voice is valued and action is taken; for example, the 'Girls Can Play' project arose out of girls feeling that boys were dominating the football. This led to the introduction of girls only football days as well as mixed teams – the children I spoke to talked about how the boys now encourage them and give them tips when it is the turn of the girls to play. They talked about how there had been a clear gender divide with the boys playing football and the girls playing 4Square. The P.E. Lead plans to further challenge stereotypes with a focus on involving boys in dance next year. The importance of physical health and its role in mental health is also valued. The children do the daily mile and the new curriculum is supporting developmental skills-based lessons. There is a renewed focus on problem solving skills within this.

Staff are equally valued, and there is considerable investment in training and support. The school also has a wellbeing day for staff, offering a variety of workshops ranging from yoga to Indian cookery. The school has "Guardian Angels," where pairs of staff give small gifts to their partner over the year. Staff feel very well supported by the senior leadership team and talked about a genuine "open door" policy. One commented, "Without happy staff you wouldn't have happy children." Staff felt that there were clear lines of accountability, with a balance of support and challenge. Two members of staff are trained as mental health first aiders and there is also an active social life outside

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school which offers additional support. One member of staff said, "There's such an open atmosphere – really supportive."

There is an active parent association, Friends of Cannon Lane, and they have embraced the school's environmental vision. One parent I spoke to helped organise the "Plant a Tree for the Jubilee" project, explaining that children had the opportunity to purchase a "baby tree" and raise it at home, with the intention being to plant the saplings near the Forest School in November. This group also secured sponsorship to get free compost, and to enable apple, plum and pears trees to be planted in the new school orchard. This parent emphasised how important it was for children to interact with the natural environment, and that they needed to know where food originated from.

The school actively seeks opportunities to further develop good practice, and to share expertise with other schools. The ICATs project with Oxford University is one example of this. The school is also a Learning Hub for Harrow, and staff work closely with fifteen other local schools in the areas of phonics and parental engagement. This will expand next year to include Early Year's, as the Early Years lead is also seconded two days per week to work as an advisory teacher across Harrow.

As the school does not have a Nursery, all Reception children arrive from elsewhere. Staff carry out visits to prior settings if there is more than one child coming to Cannon Lane, particularly for those where additional needs have been identified. Key workers of all new children are contacted. Parents' welcome meetings are also held prior to the children starting. A large number of children going to secondary school transfer to Pinner High School next door, and there are transition arrangements in place to support this.

The key priorities of happy, safe and successful pervade all aspects of school life at Cannon Lane Primary School. The school has given thoughtful consideration to developments which will support the whole child, both at a strategic level and in response to needs that arise. There is a real sense of commitment from all staff to do the best for the children, and a pride and passion for what has been achieved.

Thank you for making me so welcome. Also thank the staff and pupils who gave up their time to speak to me and share your lovely school with me. I have no hesitation in recommending that Cannon Lane Primary School retains its IQM Flagship status. This should be reviewed annually.

Assessor: Siân Morris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

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