12th December 2019

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Flagship Review Date: 3rd December 2019

Summary

Cannon Lane Primary School is an excellent example of inclusion. In February 2018 Ofsted stated, 'Leaders, supported by Governors, provide clear direction for all staff. They have worked tirelessly to maintain good standards of education for all pupils……. The curriculum is well planned to motivate and engage pupils.'

The atmosphere in the school during the IQM visit was an absolute joy to experience. The school is a welcoming and an inclusive place to learn. There is a true sense of drive, determination and ambition amongst the leaders which ensures that all staff and learners are engaged and focussed encouraging a strong sense of belief and instilling trust and collaboration throughout the school and its community. Structures and processes ensure positive outcomes for all pupils in terms of their academic and personal development within an environment that can only be described as supportive, happy and aspirational for both staff and pupils.

In discussion with all staff, there was a sense of passion, purpose and excitement that drove developments forward. Each member of staff pursued ambitious and aspirational outcomes within their own area of expertise. They worked collaboratively together to ensure the aims of the school were met for each pupil to be 'happy, safe and successful.' Appropriate sequencing of learning through an exciting topic-based curriculum and a focus upon positive outcomes in reading, writing and maths has resulted in pupils' attainment being higher than the national average in both key stages.

Quality first teaching, the use of a range of resources, the focus on art, music and sport as well as an array of extra-curricular activities ensure all pupils are included in the day to day life of the school. Pupils interviewed reinforced their love of coming to school explaining that they really enjoyed learning. They stated that, 'teachers made learning challenging but also fun. 'They make you believe you can do well if you have a positive view towards your learning through growth mindset.' Two Year 6 pupils who conducted the tour of the school, stated that they loved the fact that they had all studied World War 2 but had been encouraged to choose how they presented their home learning. This was reflected in the wonderful displays on the walls to show the impact of their learning. They also stated that they appreciated the fact that their 'learning was brought to life by a visit to the Hendon RAF museum.' All school visits support pupils to develop their knowledge, skills and understanding more fully in topic areas. Fun days such as dressing up as World Was 2 evacuees or Ancient Egyptians enhances progress in subjects so that their learning is deeply embedded into their long-term memory.

During the leaning walks, it was impressive to witness the calm and well thought out learning environment. It was clear in every classroom that work was planned to ensure that pupils can access the curriculum and achieve at the appropriate levels. Throughout the year groups, 'chilli or spicy challenges' supported pupils to aspire to the next level.

Classrooms supported learning with well thought out resources including learning walls. One online resource (Kahoot) being used in Year 5 to consolidate learning was received with enthusiasm by all the pupils in the class. Through the expertise of the teacher, the classroom was

'buzzing' with learning. It was a joy to see every single pupil having fun and achieving in maths. In one of the EYFS classes, reading was effectively being taught through differentiation. One group was reading independently, whilst another was exploring phonic sounds using the outdoors.

Colourful displays showed the high standard of work across all areas of the school. The pupils were very proud of the fact that they had a specialist art room. One wonderful display showed life size animal models created through Modroc, padding and paint. The eye-catching display brought to life the extreme habitats of animal such as the polar bear and the giraffe. Other excellent displays included the Ancient Greeks, the Anglo Saxons and the Vikings, Aboriginal Art, Black History Month, Odd Socks Day, Amazing Attendance' to name a few. A PHSE display titled 'Change Starts with Us' consisted of every pupils' hand coloured in outline of their hand to reflect their thoughts on what makes a better world with words such as 'helpful, kind, respect, smile.'

The United Nations Convention on the Rights of the Child is an important and integral part of school life. The school is a 'Rights Respecting School' (RRS). Each class develops a class charter. The pupils choose five articles to adhere to. All pupils within the class design and sign the charter. Through discussion with the pupils and the learning walk, the positive impact of the class charter along with the displays on growth mindset and zones of regulation was clear to see addressing every pupils' participation, well-being, relationships and self-esteem. Throughout, pupils and staff were courteous and polite. Everyone took pride in their school and clearly enjoyed their experience of learning and being part of the school community.

The pupils felt that the benefits of being a 'Rights Respecting School' meant that pupils were kind to each other and that no one felt 'unhappy'. If they 'did feel unhappy, there was always someone to talk to'. It was a tribute to the staff and leaders that all the pupils spoken to stated that they 'loved school' and that there 'are so many opportunities to learn in and out of class including extra clubs for 'art, sport, music, languages, coding, maths, yoga, sewing.' They also stated that the cooking room was a 'bonus' where they get to 'cook food related to our topic.'

Through the high aspirations of leaders and staff, the school is in a continual cycle of evaluation and development. The sense of purpose amongst the whole school community was observed throughout which meant that all pupils were happy and all pupils had the opportunity to be successful in a safe environment. The focus on social and emotional well-being for all is a major priority and covers a range of areas within the school. The leaders are committed to personal development ensuring pupils, staff and parents feel listened to and supported in order to overcome any personal issues as well as developing amongst its community strong positive role models to inspire everyone. The learning mentor plays a key role within the school supporting pupils. Leaders recognised the importance of ensuring that all pupils are ready emotionally and are in a safe and happy place to learn.

Learning outside the classroom environment is equally valued with an array of opportunities both within school and in the wider community to support social and emotional well-being. Beginning with EYFS, the curriculum structure has been re-evaluated to ensure there is sustained enjoyment, creativity, exploration and curiosity amongst all pupils. The outside area has been seamlessly joined to the inside area so that there is free flow access to the outdoors. The mud kitchen, the stage area, outside den, the canopy area means that through less adult led activities, pupils are rising to the 'Beehive Challenges', this includes phonics learning outdoors as well. The impact is that more pupils are making more than expected progress than in previous years.

The leaders share their expertise in the community within the local 'Learning Hub'. They are also coordinating 'Learning Hub' school in the borough and the lead in the key areas of training to support the CPD of other. They share their expertise to support other schools. This includes running workshops in phonics and parental engagement. Support to individual schools is also available.

Parental engagement courses include practical strategies and toolkits to support parenting strategies at home as well as parental engagement and provision for their child's wellbeing and

emotional health. It also supports managing challenging conversations and building the expertise and confidence of staff in interpersonal relationships.

The Harrow Teaching School Alliance offer school support through the Specialist Leaders in Education (SLEs) programme. The EYFS leader is a member of the SLE programme. Due to her expertise, she has designed the structure and process for the Harrow Teaching School Alliance. This enhances the programme to have the drive and strategic direction to create leaders of the future. She herself is the SLE for EYFS.

The 'effortless' smooth running of the school is a credit to the Head and the leaders. The staff and pupils naturally display mutual respect. There is an overriding sense that everyone knows and rises to the challenge of the expectations upon them and with the excellent support system, each pupil can achieve 'their very best'.

It is true to say that Cannon Lane Primary School is a Flagship School for inclusive practice. It provides a positive, caring environment where mutually respectful relationships lie at the heart of the school's ethos. The environment blends itself to achieve and aspire to great things. The well thought out structures and processes inspire any pupil or member of staff to be aspirational and to be able to develop the confidence and resilience to move onto the next steps in their learning journey.

The Head and senior leaders' positive and growth mindsets towards their leadership roles means that there is true sense of purpose, passion and drive to continue to improve. They have successfully created an inclusive environment with the deepest regard for all.

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: Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd

2019/2020

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