



Neil Smith SEN/D and Inclusion Manager
Camden LA - School Improvement Service

Headteacher
Emmanuel Primary School

June 2013

Dear Ms McCalla Gordon,

[Camden Award for Inclusion – Summer Term 2013](#)

The Outcome

I am very pleased to confirm that Emmanuel Primary School has achieved the Camden Award for Inclusion in the Summer Term 2013

The Evaluation Threshold (1 = Embedded, Highly Effective, Sustainable OR 2 = In Place, Embedding, Effective) was achieved in all 28 of the quality statements.

Please convey our congratulations and appreciation to all members of the school community.

The validation visit was undertaken **by** senior members of the School Improvement Service:

Neil Smith - SEN/D and Inclusion Manager
Maria Novak – EMA and vulnerable groups consultant

Thank you for welcoming us into your school.

We would also wish to thank Laura and senior leaders in particular for planning and arranging such a productive visit which covered all of the key aspects of the Camden Award for Inclusion process. The preparation and presentation process was exemplary.

We would also want to acknowledge both the huge body of evidence readily available and clearly presented on the day and the use of the CAI process to identify next steps for improvement.

We enjoyed working with the whole staff who were open and enthusiastic about their work on inclusion. Each person we met demonstrated the values and high expectations promoted by school leaders.



The Evidence

We used a variety of evidence to validate the school's own judgements against the 28 Quality Statements which focus on Outcomes, Leadership and Management and Provision for children with "Additional Educational Needs", including:

Before the visit reviews of:

- RAISEonline data
- Case Studies – providing powerful evidence of inclusive practice and well-targeted interventions and personalised support
- Camden Professional Partner Records of Visit
- Feedback from specialist services and the LA SEN team - very positive
- The School Website
- Review of current policies and plans
- School identification and budget information

During the visit we undertook the following:

- Learning Walks, classroom and lunch times observations
- Observation of a celebration assembly
- A range of discussions with teaching and support staff, children (ECO Warriors) and parents of children with Special and Additional Educational Needs (before and during the school day)
- Review of a very wide variety of relevant documentation, including Inclusion at Emmanuel school (Leaflet for parents), School self-evaluation, an account of the Digital technology project, the "2012 cohort story", a letter from parents of a child with a SEN statement, a Key Documents check list for staff, the Home School agreement, an example of Governing body minutes from spring 2013, Maths ladders, Equality Objectives etc.

When coming to a conclusion we put all the evidence together through a process of "triangulation" - for example what children, parents/carers and staff tell us and what we read and what we see.

The award has a currency of three years from this date with a mid-term review (Spring 2015) to agree one or two areas of provision and/or outcome to be enhanced and refreshed.

The context – key indicators

The school is in the top quintile for the % of pupils whose first language is not English and for the % of pupils from minority ethnic groups. Emmanuel stands in the fourth % quintile for pupils eligible for free school meals and in terms of key school deprivation indicators.

1.9% of pupils have a statement of SEN (January 2013 – but this % will rise significantly in September 2013 when there will be 7 pupils with a SEN statement)



and 4.3% of children are identified as having a SEN at School Action and School Action Plus. The school is well prepared for the move towards a single SEN category of special educational need in September 2014.

School Ethos

The school's mission statement sets out a vision of a community where individuals are valued and nurtured morally, spiritually and academically, guided by the fundamental principle, "Always treat others as you would like them to treat you". Emmanuel is a Rights Respecting school (very clear, explicit and visible during our visit, for example, in the Class Charter) and the motto Together Everyone Achieves More (TEAM) is promoted across the school.

The ethos and vision translate powerfully into reality – the day to day experiences of children and families. One parent of a child with SEN wrote, "we have been thrilled with the approach of all the staff at the school". The school extends a positive and authentic welcome to parents of children with more complex needs who are seeking a school place in this community and takes all steps to ensure that a child's placement in Emmanuel school will be successful. The school achieves a high level of consistency across all classes in terms of inclusive practice and behaviours.

The unity of ethos and practice is a remarkable feature of this school.

The Children

Children told us that they feel listened to and that their views make a difference to school life. The ECO Warriors are clear about their role and enjoy being trusted with a well- focussed responsibility.

Emmanuel helps children (and their parents) to understand the concept of levels of progress through the use of "Ladders" which show them what they have to do to reach the next level, for example, in writing or maths.

Through a wide variety of strategies, Emmanuel school ensures that the child's perspective helps to shape their day to day experiences in classroom and playgrounds, for example:

- regular use of questionnaires and pupil feedback folders to ascertain their views and feelings
- joint production of Passports for children with more complex needs
- presentations by children at Annual Reviews which celebrate and illuminate their well-being and progress
- the production of a Year 6 self-evaluation written by the children



- the use of a Worry Box where children can record their anxieties and concerns

Emmanuel school carefully and systematically ensures that Children with AEN are fully engaged in the whole life of the school and enjoy cultural, special interest and sporting opportunities in the school's offer of more than twelve daytime and after school clubs. Their attendance and engagement is monitored and participation encouraged and for some children (for example those on FSM) subsidised.

The Parents/Carers

We spoke to a significant number of parents of children with Additional and Special Educational Needs at the start and end of the school day. The consistent message was strongly appreciative of the support, responsiveness and flexibility shown by staff, especially those with an inclusion remit. Typical of many responses was the parent who told us that she and her child with SEN felt, "100% welcome" when they first approached the school. Another parent told us how he feels very supported – when there have been problems: "I have found it very easy to approach the school and talk to someone". The parent of a family recently arrived in the country told us that having his children in this school helps him greatly in feeling that they are safe.

Parents were very pleased about the progress being made by their children – for example, in terms of spoken language development, reading and mathematics. Another parent told us how well she had been supported both by the school and a specialist support service to ensure that her child could flourish in the school with no major barriers to learning. Parents have been able to observe therapy support sessions and see the work of their children through film on an IPAD.

The school is winning the confidence and trust of parents/carers in other ways, for example:

- through a home: school diary process which keeps parents informed about the support provided for their child
- the development of passports for children with more complex needs
- sending work home when a child is absent to ensure s/he keeps up
- supporting children with a SEN statement to "tell their story" for their parents at Annual Reviews – person centred planning

The school also listens systematically to parents, for example through "meet and greet" sessions at the gate (observed during our visit), structured conversations and home school visits.

Parents also have an "honest" and accurate understanding of where their child is in relation to national expectations, what those expectations actually look like (e.g. through target ladders) and are helped to support their children's learning at home.



The inclusion leaflet provides clear, accessible and comprehensive guidance for parents on what they can expect if their child has additional or special support needs.

These examples demonstrate an exemplary standard of engagement with parents and families of children with AEN.

Impact – Standards, Progress, Attendance and Well-Being

The Camden professional partner noted (November 2012) that the school has secured high attainment at KS 1 over the past four years. At key stage 2 in 2012 attainment and value added in English and mathematics were higher than the national average and, significantly for this review, the attainment of Free School Meals/LAC children is higher than that of non FSM children in English. Effective tracking processes indicate that pupils make sustained progress in English and mathematics across all years.

The school predicts 100% of children reaching level 4 in NC assessment in 2013 with c. 50% reaching level 5.

Strategies targeting persistent absentees have led to significant improvements in overall attendance (97.2% in 2012). Attendance is above average for all groups of significant size.

There have been no exclusions from the school in the past three years.

Case studies – referencing children with the most complex needs - provide compelling evidence of academic progress in response to the school's sustained support and planned interventions.

Support has also had a clear impact on, for example, attendance, attitudes to learning and involvement in the full life of the school.

Use and impart of the Pupil Premium is carefully documented on the school's website.

Management and Leadership for Inclusion

School leaders (the inclusion manager is a member of the Leadership Team) work tirelessly to ensure that the "unity of ethos and practice" remains firm and constant. They model inclusive values and attitudes.

This is especially evident in the welcome that the school gives to parents of children with more complex needs – a "local school for local children".

Emmanuel is characterised by an unremitting focus on improving the quality of education (with a key focus on teaching and learning) and on securing high levels of achievement **for all children**. Classroom and book monitoring (including formal



observations and informal “drop-ins”) are frequent and searching. Staff we spoke to found these visits appropriately rigorous and supportive.

Governors (especially the Chair) have a high profile role in the life of the school and the level of visiting and active engagement at all levels of the school and neighbourhood community is very high. Individual governors attend termly curriculum meetings and some pupil progress meetings. Governors have a substantial involvement in school self-evaluation (the Chair attending the Camden Award for Inclusion meetings) and improvement planning and in reviewing equalities and inclusion policies. Governance makes a very significant contribution to the inclusive ethos and practice of the school.

The school provides a clear account of the use and impact of the Pupil Premium: for example, in 2012, 100% of pupil premium/FSM eligible pupils in Year 6 achieved level 4 in reading, writing and mathematics with 50% achieving level 5 in reading.

There are “**non-negotiables for inclusion**” designed to secure consistency across all classrooms – a “consistency” we noted during the whole school Learning Walk.

A rigorous process of interview and observation ensures that only staff with values, attitudes (e.g. rights respecting) and skills congruent with the standards set by the school are appointed. Staff sign a form at the start of the year confirming that they have read and absorbed the key policies on equalities and inclusion.

Staff development and CPD are well managed and focussed on areas of need, for example, autism and speech and language difficulties. Good use is made of specialist services to enhance staff confidence and expertise, for example, on teaching and supporting a child with a hearing impairment.

The inclusion manager provides wide ranging and much valued support for class teachers – for example, on preparing the Class Teacher to teach incoming statemented pupils, reviewing and revising IEPs, training and deploying LSAs, advising on relevant strategies for different children and maintaining an up to date class inclusion file.

Rigorous termly pupil progress meetings involve the Inclusion manager and head teacher and provide support and stimulus to manage targeted improvements.

Management of support staff is highly effective. The inclusion manager meets regularly with LSAs/TAs with a strong focus on how to accelerate pupils’ progress. Meetings review training needs, teaching strategies and specialist resources.

The “Cohort 2012” Case Study (where children were taught by 5 different teachers in one year) demonstrates high level decision making, change management and clear leadership that secured “against all the odds” outcomes through systematic improvements in teaching, targeted interventions and personal mentoring.



Provision – Teaching and Learning

The % of good or outstanding teacher for the first two terms of 2012-13 is x%?

The Camden professional Partner identified several key features of inclusive teaching in his visits over the past nine months, including:

- effective differentiation
- effective use of additional staff good development of literacy skills
- interesting and stimulating lessons

On the day of the visit we noted the following inclusive elements in classrooms:

- effective support for vulnerable children by LSAs
- skilful differentiated questioning
- cross cultural topic work
- teachers making links to children's languages
- use of visual timetables
- stimulating and engaging displays
- consistent use of developmental marking across all classrooms – with children understanding how the colour coding worked
- the class teacher regularly working with the lower attaining pupils

The school has developed innovative and successful teaching strategies for pupils with significant special educational needs through its involvement in the Camden digital technology-inclusion project for 2012-13, for example:

- developing communication with a child with Autism
- improving motor skills and attention with a child with global developmental delay

The school is responding effectively to the advice, training and guidance of the Local Authority specialist Sensory Impairment Service Support to ensure successful teaching and support for a child with a hearing impairment.

Training, monitoring and regular, effective line management of TAs/LSAs ensure that the second adult is making a very significant contribution to the quality of learning and progress of the school's most vulnerable learners. TAs/LSAs are confident, proactive and innovative, for example:

- providing active support for target and other vulnerable pupils through an agreed whole school model of support
- designing and running a home : school diary through which information about learning, successes and therapy input is shared with the family
- developing pupil passports
- integrating the advice of specialist services into their classroom work
- running the I pad project
- providing a report for the Annual Review meeting



The model of having an extra teacher for Years 5+6 to run booster lessons with small groups of children is highly effective in securing accelerated progress for pupils with AEN.

The practice of having separate books for children's maths and for writing (whatever the "subject"), helps teachers to monitor and check progress and secure improvements. The progress ladders are an invaluable resource for children, teachers, support staff and parents – helping everyone to understand next steps in learning.

Effective Year to Year transition arrangements ensure that teachers and support staff start the school year with a clear knowledge and understanding of their new class children's strengths and needs.

Class teachers make effective use of the class Inclusion file to ensure that they are well informed about every child in their classroom.

Support for children - Promoting Well-Being and Behaviour

On the day of our visit children in all classrooms and at all times of the day were happy, well engaged in their learning and keen to talk about their life in the school. The whole school gathered together for an afternoon assembly where children received awards for their community achievements – the pride and sense of communal celebration displayed by the children and staff reflected the inclusive ethos of Emmanuel school.

Children who are temporarily experiencing personal difficulties, for example, with friendships or self-esteem, receive carefully and sensitively planned support for a fixed period of time from an experienced and well trained Learning Mentor. Parents are consulted and involved at the start of the support programme and they receive a letter when the programme is completed: children can call upon the help and guidance of the mentor at any time afterwards for a conversation and advice.

We gained a strong impression that the school knows all children very well and takes great care to ensure their personal well-being and happiness. The school looks after the children in other ways, through, for example:

- a "Keeping myself safe" week
- thorough staff training on safeguarding
- routine Health and Safety checks
- good communication for all staff on medical needs and well-planned support for children with exceptional medical needs (described in a Case Study)
- pupil-centred planning for vulnerable children moving into secondary school
- the Leavers Book created for Year 6 children at the end of their career in Emmanuel school



Sharing Inclusive Practice

We discussed the most significant strengths that are making such a positive contribution to inclusion – practice the school might share with other schools in Camden. We suggest the following:

- Support for the Class teacher on Inclusion - securing consistency across classes
- The model of support and intervention in Key stage 2 – with the extra teacher running booster classes, varied pupil groupings and rigorous tracking
- Support for children with a SEN statement, including the deployment and use of specialist services
- The establishment and maintenance of an inclusive ethos where practice matches principles
- The wide variety of clubs and lunchtime activities - the principle of access and involvement for all
- Engagement and partnership with parents
- The management of Transitions – including person centred approaches for children with SEN
- Listening to and involving children

Camden schools benefit from having access to exemplar materials from other schools. Would you be willing to share (via eversions) on the MLE the following documents and discuss their use at a SENDCO forum?

- Staff induction programme
- School Handbook
- Register of Need
- Subject leaders' questionnaire – e.g. conversations with pupils
- Work scrutiny check list
- My new school book
- Guidance on LSA responsibilities and the role of the second adult
- Guidance on the deployment of LSAs/teaching assistants in the classroom – an active role
- Maths and literacy ladders

The school has identified as a priority development for 2013-14 the need to continue to provide challenge for the higher attaining pupils. The Camden Professional Partner advised a continuing focus on securing an active role for the second adult. We noted the importance, especially in the coming 12 months, of ensuring that teaching staff evaluate their knowledge skill and confidence against criterion 5 of the Teachers' Appraisal standards issued for September 2012.

We also noted that ALL schools will require an action plan to respond to new requirements set out in the Children and Families legislation – for implementation in



September 2014, including a new framework for the SEN policy and the publication of a school Local Offer for different Special Educational Needs.

We enjoyed our visit to your school enormously. We believe that other schools can learn from what you are doing and take back to their leadership teams, governing bodies, classrooms and playgrounds some of the creative and innovative ideas and approaches that are so successful – the small details that create the whole picture.

You will be rightly proud of what Emmanuel school achieves for its children, its families and the local community day in day out.

We can help you to plan an award ceremony – whole school assemblies work very well – and arrange the awarding of a plaque and certificate. We will record the event for the Camden Bulletin and local press if this is the wish of the school.

We send you and all staff and children at Emmanuel school our very best wishes for the rest of the school year.

Sincerely,

Neil Smith – SEN/D and Inclusion Manager