



Inclusion Quality Mark (UK) Ltd

21st June 2015

Ms Sonia McFarlane
St James Hatcham CofE Primary School
St James
New Cross
London
SE14 6AD

Assessment Date: 19th June 2015

Summary

St James Hatcham is an inclusive one-form entry primary school serving a diverse, catchment area in the London Borough of Lewisham. This is an area of high deprivation with a high crime rate and one of the highest rates of teenage pregnancy in the country. All the children live in rented accommodation and there are families in socially funded accommodation due to homelessness or lack of immigration status. The catchment area is culturally diverse: children speak 23 languages and have significantly low levels of development on entry, especially in terms of language development and social and emotional interaction. There are currently 237 pupils on roll and over 90% of pupils are from ethnic minorities. Around 20% of children qualify for pupil premium, 43% have EAL and 23% of pupils have a range of SEND.

The school is very welcoming and has a warm, family ethos with a calm, friendly atmosphere and lovely displays throughout the corridors, hall and classrooms. The head teacher sets the tone for the supportive, caring, inclusive framework where children can be part of a "special family which believes all children are special and have interests and talents that should be developed". The school has high ambitions for its pupils and it aims to "provide every child with a happy, caring, supportive learning environment in which they can develop their full potential." Staff are expected to work very hard, to know their pupils, to differentiate to meet the needs of all pupils in lessons and to have high expectations of all and everyone works hard to achieve the best possible outcomes for pupils. The school provides a wide range of different types of support for pupils and the Inclusion Manager and her attached HLTA work tirelessly to ensure that all individual needs are met.

Teaching staff strive to do their very best for all pupils. They spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed assessment and marking of pupils' work. Support staff also contribute greatly to the achievement of pupils. Each class has an attached TA and there are also LSAs for children with statements, as well as higher level TAs, a learning mentor and a school counsellor. These members of staff provide all day support and each play a variety of roles, including before school clubs, lunch supervision and after school clubs. Staff work as a team and are positive and energetic and are fully committed to the pupils and to the school. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning. Lessons are well

planned, ensuring they are interesting and challenging for all pupils, including the most able, and there are many imaginative and exciting activities planned for pupils. Examples of the rich curricular opportunities include a wide range of curricular trips and after school clubs.

Pupils are very happy, lively and positive and behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to and cared for. Pupils enjoy learning and they explain how the teachers encourage them and make learning fun. There are opportunities for pupils to take on roles of responsibility in the school including the school council, and peer mediators. Pupils are happy, open and enthusiastic. Comments made by pupils include “I like this school because the teachers always try so hard for us and give us time to think”. “They try to improve things for us and they keep improving the school in many ways”. “There is kindness and peace”.

Pupils achieve well and staff work very hard to ensure they are continually improving. Progress is rigorously monitored half termly and individual targets are set for all pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for a range of different interventions according to need. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive. As a result of excellent learning and teaching the progress of all pupils is very good and the raise online data for the end of KS1 and 2 indicates pupils are achieving well and pupils with SEND are achieving above national averages.

The school has fostered excellent relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. Parents speak very highly of the school and its staff. Parents spoken to, whose children have additional needs, explained the thorough, caring and effective approach that the school takes towards meeting their children’s needs. The school holds a number of workshops and courses to support parents in supporting their children. They feel that communication with the school is excellent: staff are always available for a chat and they also mention how the head teacher and Inclusion Manager and other senior staff listen carefully and provide very caring support to resolve any issues. The Parents’ Forum and parental surveys ensure parents’ views are sought and are acted upon where appropriate. Parents also mention the excellent support for parents of children with SEND and the advice they are given to help them to support their children at home.

The school has a positive reputation in the local community and the school welcomes visitors into the school to enhance the curriculum, including authors, fire fighters and elderly citizens. Pupils engage in a number of fund raising events to raise money for various charities. All staff, parents, governors and pupils spoken to were extremely positive about the school’s work. There is a very genuine sense of family and team effort here, of mutual support, of listening, of caring and of including everyone, whether they are adults or children. Transition arrangements from nursery to reception, from KS1 to 2 and KS2 to 3 are very thorough and the school maintains links with some needy pupils even after they have left the school. The governing body is fully committed to the school’s vision and governors play a very positive, active and supportive role in the school, attending assemblies, events and parents’ meetings. They are aware of all aspects of the inclusion agenda and are active participants in the school’s efforts to include and to care for all pupils.

Exceptional features of this school include the awareness and support among all staff of the different needs of pupils; the lovely, calm start to the school day, with pupils meeting their teachers in the hall, followed by having porridge in class; the wonderful family feel; the outstanding work of support staff, who play a number of different roles throughout the school day; the beautiful display throughout the school; the excellent inclusion of pupils with a range of SEND in mainstream classes; the friendliness, exceptional behaviour and positive attitudes of pupils and the positive relations with parents.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The areas for development outlined in this report are taken from the school's own priorities. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school be awarded Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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