



12th October 2018

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Fore Street
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COE Review Date: 1st October 2018

Summary

Coteford is a three-form entry infant school in Hillingdon, with a seventy place Nursery and additional resources for ten children with physical disabilities. This was the second Centre of Excellence review for the school.

The school prides itself on its inclusive ethos and has continued to build on the good practice already in place. There is a shared commitment amongst staff and the wider school community to ensure all children are integrated and involved in all aspects of school life. Staff take a pro-active approach to inclusion and try to go the extra mile to make sure the needs of all children are met. Support staff in particular go out of their way to ensure they develop relationships with all children with additional needs, regardless of whether they are working with them directly. This means that it is easier for staff to step in with confidence when cover is needed and ensures that children are supported by adults familiar to them.

Resources are used flexibly and targeted to provide the maximum impact for identified pupils. For example, software is used to read text out loud on laptops for children who are struggling with reading, and some children are using eye gaze technology to support their learning. Careful thought is given to how staff provide for more vulnerable children, such as marking the books of pupils entitled to Pupil Premium first. The thinking behind this is that teachers come to the books of key children fresh, and also that it keeps in mind which children may be more vulnerable to underachievement.

There is an emphasis on developing independence for all pupils from an early age, and the high numbers of support staff are utilised to increase the amount of adult input and provision for all children. There is a strong emphasis from Nursery onwards on perseverance and never giving up. Pupils are gently supported and encouraged to achieve; one parent of a child with cerebral palsy talked about how much his walking had improved in just a few weeks since starting at the school.

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Children are encouraged to take on responsibilities within the school, and all year 2 children have allocated roles as monitors, for example, as lunchtime monitors or playground buddies. Pupil representatives form the school council and are given activities to take back and do with their classes. Opportunities are taken to celebrate all aspects of children's achievement, from the 'Red Carpet' celebration assembly, to the "Beaming Bench" which celebrates good manners and behaviour at lunch times. A particularly personalised approach is the Star of the Week, which celebrates achievement in class and includes comments from peers which are then shared with the pupils and parents.

The school carefully considers how to further extend children already working at the expected levels for their age, especially those identified as vulnerable. This includes additional trips as well as a renewed focus on extensions and open-ended challenges for children working at greater depth. Funded places in modern languages and sports clubs have been made available to more able children entitled to Pupil Premium in order to further expand the opportunities available to them. Regular curriculum events are held for parents, so that they know what their children are learning and how they can help them at home. Year 2 are offered drop in surgeries and information is provided online for parents to access. A family learning workshop was also provided for children in Reception to help targeted children improve their reading.

Over the past year the school has focused particularly on developing provision and strategies for pupils with autism. Teaching and support staff have had training in understanding autism and the school has invested in additional resources to support children with sensory processing difficulties. Children are already encouraged to be curious and ask questions about difference and disability, and this work is further extending these conversations. One member of staff said children learn that "some people just do things differently"; another told me that "children find a way to help other people do things". The school is proactive in identifying needs and potential issues for the pupils, as reflected in their future plans to develop mental health provision for children with disabilities.

The school have worked closely with the educational psychology team over the past year to enhance the emotional and social aspects of the curriculum. The FRIENDS project has been used in Key Stage 1 to complement and update the existing SEAL programme, enabling children to develop the vocabulary and emotional resilience to manage everyday challenges more appropriately. This was then adapted to make a FUN art group, providing a nurturing social group for vulnerable children. The school have identified a need for more support in this area and have therefore extended play therapy provision so that more children can benefit from it.

Children talk with particular enthusiasm about the social times within the school day. Breakfast club is popular with the children who attend, and almost all the children I spoke to mentioned the equipment and facilities in the "big playground". A child with complex physical needs told me that he likes to play on the climbing frame. Pupils spoke about extra opportunities within the school day, such as language clubs for French and Spanish, and I observed inclusive tennis which is provided by external sports coaches. Children also talked about the trips they go on, from visiting the local farm to going on the London Eye. They said that their friends or the adults would help them if there was a problem, and one year 2 child told me, "If anyone's lonely they find a friend – they play with each other nicely".

Parents speak highly of the school and the quality of care their children receive. They are hugely appreciative of the efforts the school makes for their children, and several spoke movingly of their previous experiences and how reassured school staff had made them feel. The staff themselves spoke of their attempts to support families, saying, “(we) listen to worries, try and make them feel at ease – we try and accommodate people as much as we can”. There is an acute awareness of the challenges faced by individuals and families within the school, and staff give generously of their time, for example, to support parents who are new to the school and help alleviate their anxieties about their child in a new setting.

Parents are closely involved in their children’s education and the school works hard to develop strong relationships with families, particularly with the parents of children with complex needs. One parent said, “they never exclude children – they never make them feel different” and another said that her son “couldn’t be more included”. The SENCo visits children prior to them starting school and transitions are carefully planned to ensure children feel safe and secure as they start in the school. Similarly, there are close links with the neighbouring junior school, with staff attending annual reviews in year 2 and frequent visits between the schools before children move on.

The quality and strength of relationships in the school is exceptional. Staff speak warmly of the mutual support within the school and the team approach taken to support all children. The staff team is very stable, and a number of staff have had children go through the school, or even attended as pupils themselves. Staff look out for each other as well as for the children and use their own behaviour as a model for the pupils; one member of support staff told me, “The way the staff treat each other – the children see it”. One member of staff, whose children previously attended the school, told me: “This school changed my children’s lives”.

The school plays an active part within the local authority, with the Headteacher sitting on the SEN consultative group for Hillingdon. The school is keen to share good practice and the SENCo has provided advice to colleagues in other schools on applying for statutory assessments. The school has embraced the IQM cluster model and hosted the first meeting for their cluster. They have relished the opportunity to share experiences and ideas with schools outside the local area, and particularly with secondary school colleagues. The school plays an active part in the local community, with children participating in music and art events held in the local area. Children regularly go on trips locally and further afield. There is an active Parent Teacher Association which has raised valuable funds to support the school through a variety of community events.

I recommend that Coteford Infant School continues to hold Centre of Excellence status.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

- Review of action plan 2017-18.
- Proposed action plan 2018-19.
- Conversations with members of staff, including the head teacher, SENCo, class teachers and support staff.
- Meeting with School Council representatives.
- Conversation with a group of parents.
- Tour of school with pupils during morning session.
- Informal observation and conversations with pupils at lunchtime.
- Website and last OFSTED report.

Assessor Commentary re Future Targets:-

I am in full agreement with the action plan proposed by the school. In discussion with the Headteacher and SENCo, I have suggested a number of other actions for the school to consider.

Further developments agreed after discussion:-

- Extend the training on supporting children with autism to parents in order to further embed the Inclusion Commitment.
- Include inclusive themes, such as autism awareness, in assemblies and other whole school events.
- Explore the use of software such as Communicate In Print to further extend the use of visuals within classrooms, for example, through word mats, topic lists etc.
- Explore additional ways of involving positive male role models in the school, such as holding early morning events targeted at fathers and other male relatives.

Assessor: Siân Morris

Date of Review: 1st October 2018