



Inclusion Quality Mark (UK) Ltd

24th July 2017

Ms L Browning
Norbury School
Welldon Crescent
Harrow
Middlesex HA1 1QQ

Assessment Date: 4th and 5th July 2017

Summary

Norbury School is situated in Harrow. It is a larger than average primary school with 636 pupils on roll. The proportion of pupil premium students is above average at 17.7%. Pupils come from over 50 different countries. 83% of pupils speak English as an additional language and pupil mobility rates are higher than average.

Norbury is a warm, friendly welcoming school. The environment is bright and positive with interesting and informative displays in corridors and classrooms. The Inclusion team, led by the head teacher, sets the tone for a supportive, caring, inclusive environment with high aspirations for all.

Families from diverse cultures and faiths are welcomed and there are good relationships with parents and carers, as well as with the local authority, other agencies and the wider community. The school website describes Norbury as 'A World in a School, Learning Together'.

Norbury's values permeate the life of the school. The head teacher leads by positive, energetic and enthusiastic example and oversee all aspects of inclusion. As a result of the combination of robust teaching and learning strategies, strong inclusive values, a thorough tracking system and positive and effective behavior systems, the progress of pupils, from low starting points is above national average with pupil premium students making excellent progress.

Inclusion is an integral part of school life. This was evident in every conversation with leaders, teachers, support staff, governors, without exception. Relationships are very positive and built upon mutual trust and respect.

Staff are committed to ensure that every child matters. Children take huge pride in their achievements and in their school. This was explicit during the tour of the school and in talking to members of staff, parents, governors and pupils alike. The school values the individual and promotes high self-esteem encouraging a 'can do' culture which is central to its ethos.

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All children are provided with challenging learning experiences in order to fulfill their individual potential in all areas. The head teacher, her leadership team, staff, governors, pupils' parents and local community members are totally committed to the inclusive nature of the school, and staff, parents and pupils are proud to be 'Norburians'.

Pupils are polite, friendly, self-confident and enthusiastic. They 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.

There is an open-door policy, which encourages children and parents to seek support, with the result that needs are understood and everyone works hard as a team, to achieve the best possible outcomes for children and their families.

Teaching and support staff work closely together and plan carefully to meet their pupils' individual needs. Staff are positive, energetic and fully committed to the pupils and to the school. They love the family atmosphere in the school where all staff know all the pupils.

I would like to thank all those who generously gave their time during the IQM assessment and especially to the head and deputy head teacher who organised, planned for and co-ordinated the IQM process.

I spent two very full days at Norbury and spoke at length to parents, children, staff members and other agencies. In particular, I will remember the young people who took me on a guided tour, they were so confident, competent and proud. I will also remember pupils who entertained me at lunchtime, the sports council, as well as various other children who were curious and very happy to talk to me.

The whole school celebration assembly, my meeting with the young carers' group and the FGM presentation delivered by pupils in years 6+7. All were highlights which I cannot commend enough.

In my opinion Norbury School fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Inclusion Quality Mark and be reassessed in 3 years' time.

Assessor: Stella Bailey

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Norbury is a Rights Respecting School Level 2. Re-verification April 2017. The Rights Respecting philosophy is well embedded in the school ethos.
- Norbury School is a Knowledge Centre for Safeguarding and hosts seminar and training events for schools locally and nationally.
- A “very strong safeguarding focus makes a tangible difference to children’s lives in Norbury and beyond” UNICEF report April 2017.
- Parents, governors and children have a good understanding of and a firm commitment to the Rights Respecting agenda. They can see how the Convention impacts on their lives and the lives of others.
- Norbury School, in partnership with the Home Office, has developed a school based approach to Female Genital Mutilation (FGM). Young people have presented to a variety of audiences on this issue, including Westminster.
- Children’s achievements are displayed around school and are celebrated in a weekly Assembly.
- Displays celebrate diversity such as ‘The World in our School’ where a photograph of every child is placed with their links to the world shown. This locates where they and/or their relatives originate from.
- The school’s prospectus emphasises that Norbury supports each child to reach their potential in all aspects of school and life and celebrate their successes because each child is unique.
- Children receive class support and small group intervention with teaching assistants who are highly trained.
- The progress of Pupil Premium pupils is monitored very closely and careful management of funds ensure that they reach their full potential.
- This School does not stand still, constantly striving to be even better than before. This is a forward-thinking mind-set closely monitoring the effectiveness of interventions and investigating new ways to offer additional support.
- The School’s aims embrace the ‘Every Child Matters’ agenda, to be healthy, to enjoy and achieve, to achieve economic well-being, to make a positive contribution and to stay safe which is achieved together.
- Norbury has developed an internal multi-agency team consisting of LSA’s, Pastoral Manager, SALT, FIM, EP and Learning mentors. This has proven to be an invaluable team around the child resource.



IQM Self-Evaluation Report



- Norbury School's Behaviour Policy applies positivity throughout, to create a caring, family atmosphere in which high standards of teaching and learning can take place within a happy and safe environment.

Areas for Development:-

- Identified by the school in SER.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- Norbury School is friendly and welcoming to all. Next years' reception children and their parents were visiting the school today during my visit. The parents I spoke with, without exception, were delighted at the prospect of their child coming to this school, "we love it here and our children love it even more".
- The school is very well resourced. All classrooms are spacious and the learning environment is well planned to support learning.
- The school has an interactive sensory room. (OMI) Students are very enthusiastic about using this new space, "you have to ask the teacher if you can go in there and you have to take your shoes off, but we don't mind because it's new and we are very proud of it".
- There is a fully equipped Sensory room which is used daily, primarily, but not exclusively, by pupils who have learning and emotional needs.
- During break-times the children have access to a wide range of play equipment.
- Classrooms and the school corridors have colourful, eye catching, interactive displays celebrating children's work.
- Teachers' marking and feedback supports learning and targets are evident in all books.
- The playground areas have been well developed and provide tremendous opportunities for pupil to play, enjoy and be healthy.
- Parents volunteer as Community Ambassadors. They are available to other parents daily and often solve issues, answer questions and generally give advice and support.
- Teaching assistants support class teachers and are highly thought of throughout the school. They support children individually and in small groups to support learning. Teaching Assistant deployment is planned according to need at the beginning and throughout the school year.
- Weekly celebration assemblies, led by the headteacher showcase the wide variety of children's achievement across the school.

Areas for Development:-

- Identified by the school SER.



Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Norbury pupils are confident, helpful and happy in school. The behaviour I witnessed, in all areas of the school was impeccable.
- Pupils have a strong sense of pride in their school and in the presentation of their work. They work well together, listen to each other and are respectful towards each other and towards the environment.
- Children are encouraged to see themselves as learners from day one. For example, children with literacy needs start to see themselves as readers and authors as a result of one-to-one support.
- Class charters are in every classroom. These are agreed by all, promote positive behaviour and identify mutually agreed consequences.
- Workstations are in place across the school and are effectively used to support children in their learning.
- Children enjoy learning and they explain how staff encourage and support them and make learning exciting.
- Children are fully aware of different faiths and cultures and appreciate and embrace the differing faiths of others.
- Learners have aspirations for the future and are actively encouraged to aim for their personal best.
- Safeguarding has a high profile across the school. All 'Norburians' are committed to the PANTS and FGM programmes. Consequently, children are confident in their learning and personal values.
- RRSa level 2 evidences that Norbury students are at the centre of this learning school.

Area for Development:-

- Identified by the school in SER.



Element 4 – Learner Progress and Impact on Learning

Strengths:-

- Children’s progress and next steps are discussed with parents at Parents’ Evenings and at half termly Pupil Progress Meetings.
- Analysis of data informs teaching and learning through Individual Support Plans and teachers’ planning documentation. Pupil progress is tracked rigorously and carefully analysed. Interventions are put into place quickly for pupils who require additional support.
- Additional support is regularly evaluated to see the impact of the interventions put into place.
- Teachers have excellent relationships with the pupils in their care. The work set is well matched to the children’s ability and teachers’ feedback is specific and detailed.
- Questionnaires show that 98% of pupils feel challenged.
- Children are given time to respond to the teacher’s marking in order to move their learning forward.
- Fluid learning groups mean that children can ask for support at any time.
- Provision maps detail all interventions and effective marking and feedback means that children are confident in knowing how they can improve their learning at every stage.
- Support staff are deployed according to their strengths.
- Teachers and Teaching Assistants are continuously developing their skills in order to support their pupils.
- Learning objectives are displayed in children’s books. Staff annotate the pupils’ work when evidence of achieving a target is shown in their work.

Area for development:-

- Identified by the school in SER.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- Norbury School is led by a forward thinking headteacher supported by the entire Norbury community.
- The school thrives on challenge in a fun and enthusiastic way. All staff are committed to being the best they can be and are committed to the children in their care.
- Performance management is carried out following lesson observations and learning walks, which involve pupils' voice through discussions with the children.
- All resources are used appropriately and effectively in order to enhance learning.
- Tracking of pupils' progress is meticulous helping to clearly identify their next steps in learning. Intervention programmes are monitored also and reported to parents and Governors.
- Lessons observed on a walk around school had a clear purpose, clear expectations and engaging contexts for learning. Behaviour in class was outstanding and the children were engaged in all aspects of their lessons.
- Good communication between teachers and teaching assistants were observed in the classrooms I visited. Progress is monitored in the feedback received following interventions and in verbal feedback between staff.
- The school's Teaching for Learning Policy is updated on a yearly basis.
- For those pupils learning English as an additional language bilingual resources are made available including multi-lingual letters home, translator-support lolly sticks, an EAL speaking and listening group and paired language friends and groups.
- Team teaching plays a large part in working collaboratively and in sharing best practice as well as Key Stage Meetings. Staff meet on a weekly basis and INSET is provided depending on the school's aims and agenda.
- Norbury is a genuinely supportive school, as evidenced by all staff spoken to without exception. The school has a culture of learning that supports the wellbeing of every single member of staff.
- Everyone is fully aware of what is expected of them and are keen to give their best. Consequently, Norbury School has a motivated, valued and effective workforce and children thrive here.

Areas for Development:-

- Identified by the school in SER.



Element 6 – Parents, Carers and Guardians

Strengths:-

- Parents are very pleased with the communication between the school and themselves through newsletters, phone calls and notes home as well as communication in emails, texts, twitter and the school's website.
- Parents interviewed were overwhelmed with the personalised approach shown towards them from every member of staff at the school.
- The parents particularly like having a fortnightly newsletter; this is key to communication as not all homes have access to the internet and social media.
- Parents also mention the many opportunities that the school gives pupils, including the range of clubs and trips.
- Parents volunteer to help the school in many ways. Many of them have secured employment with the school as a result of volunteering.
- Identified parents are active as Community Ambassadors. They are highly effective when talking/responding to the concerns/questions of other parents who know them and approach them in the playground at the start and end of each day. Parental engagement is a real strength of the school.
- Parents lead on and participate in very many school projects, including fundraising for very many worthy causes identified by the children.
- Parents of children with SEND are delighted with the way their children's needs are met, whether these are medical needs, emotional needs, ADHD, ASD or a disability.
- The parents value the opportunity to visit school assemblies, Collective Worship, concerts and sporting events.
- They also fully appreciate the adult learning opportunities provided by the school.
- The Parent Voice Questionnaire allows parents/carers the chance to comment on the provision and their child's education, all parents interviewed felt that their children were valued and included in school life. Parent Questionnaires are completed annually and the feedback is very positive.
- Teacher, pupil and parent/carer meetings take place three times a year. These meetings keep parents up to date with their child's progress and behaviour for learning. In addition to this, parents feel well informed and involved in their child's learning.
- Parents are encouraged to complete comment forms after events such as assemblies and Collective Worship that they attend. Parents' views are also shared by Parent Governors during meetings of the Governing Body.



IQM Self-Evaluation Report



- Parents are confident that their children are both valued and included in school. The exemplary open-door policy allows parents to speak to a member of staff immediately.
- Coffee Mornings take place regularly. *"It's great to talk to other parents."*
- Staff work collaboratively with parents so that messages are consistent regarding behavioural expectations, parents sign a home school agreement and are fully supportive of the school.
- Parents interviewed could not praise the school highly enough and were very supportive of and loyal to the headteacher and her staff.

Areas for development:-

- Identified by the school in SER.



Element 7 – Governing Body and Management

Strengths:-

- The Governing Body is committed to the Inclusive ethos of the school. Many Governors are visible and known to parents through attending school events, adult learning programmes such as ICT. ESOL Conferences and workshops including parent puzzle, family play and selling fruit and veg in the playground twice weekly.
- Governors are school ambassadors. Many are parents and therefore see other parents in the school twice a day in many cases.
- Governors are often approached by other parents in the school playground and can dispel myths/misinformation quickly.
- Similarly, they can give information and reassure parents who may have concerns as well as signposting parents and children to the range of activities/support that is on offer at Norbury School.
- Governors attend assemblies, Collective Worship, performances, trips and other school events.
- Training is provided and updated when needed. Examples of training are Child Protection Safer Recruitment and Finance.
- Data including inclusion data is shared on a termly basis with the Governing Body.
- A recent review of staffing has taken place further ensuring that the needs of all pupils are met. The impact of this is monitored and shared termly with the Governing Body.
- Governors are appointed to key areas of school and visit regularly to observe teaching and learning.
- There are named Governors linked to SEND, Inclusion, Safeguarding, Finance, Standards and Achievement and Inclusion and Safety.
- The Governing Body knows the school well. This comes through visits and detailed reports. Its members bring a wide range of expertise to the school.
- Governors I met are extremely supportive to the school. They are well informed and because information is transparent and shared they are able to provide a good balance of support and challenge.

Areas for development:-

- Identified by the school in SER.



Element 8 – The School in the Community

Strengths:-

Norbury is a school at the heart of its community:-

- Which celebrates diversity and places a high value on the diverse range of cultures and pupil experiences.
- Where pupils are provided with a comprehensive understanding of people and communities from beyond their own culture/religion. This is done through sharing, recognising and celebrating difference.
- Children have explored the beliefs and values of other faiths and religions. This helps to promote tolerance and respect and has a strong impact on children's understanding and acceptance of other faiths.
- Where pupils become translators for new parents and visitors to the school.
- Where pupils are actively involved with the local community through a variety of projects such as visits to and from senior citizens. With an annual tea organised by Year 6 pupils.
- That is part of the Knowledge Centre for PE Leading in Gymnastics and Coaching.
- Which actively teaches pupils about living in a global society and to have an awareness of international issues.
- Which improves community cohesion and emotional well-being by providing opportunities for families and individuals to contribute to wider school life e.g. charity fundraising, adult learning, phonics support, ESOL, ICT early skills, Parent Puzzle, Housing support and support with finding school places.

Areas for Development:-

- Identified by the school in SER.