



# Inclusion Quality Mark (UK) Ltd

4<sup>th</sup> October 2015

Mrs Vasoula Baron  
Headteacher  
St Cyprian's Greek Orthodox Primary Academy  
Springfield Road  
Thornton Heath  
Surrey  
CR7 8DZ

Dear Mrs Baron

**Flagship Review Date: 2<sup>nd</sup> October 2015**

Further to your recent Flagship review I can confirm your school's on-going IQM Flagship School status. Please find below your report for your information. Your school will be reviewed again in 12 months' time.

If you have any questions at all, or if we can be of any help, please do not hesitate to contact us.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



## Flagship Review Report



**School:-** St Cyprian's Greek Orthodox Primary Academy

**Head teacher:-** Mrs Vasoula Baron

**Flagship Review Date:-** 2<sup>nd</sup> October 2015

**Assessor:-** Pauline Roberts

### **School Context:-**

St Cyprian's is the only Greek Orthodox Academy in the UK, serving a diverse catchment area with higher than average deprivation, in the London Borough of Croydon. Various faiths are represented, including Greek Orthodox and other orthodox denominations, Catholic, Muslim, Hindu and there are also children with no religion. Around 21% of the children qualify for free school meals, and 97% of pupils are from ethnic minority backgrounds with the largest groups being Black African, Any Other White and Black Caribbean. Over 39% of pupils have English as an additional language with 30 different languages spoken by children, including Greek, some of whom arrive speaking very little English. There is a higher than average mobility rate, although this has decreased over recent years, and there are a small number of pupils, around 5%, with SEND.

Since becoming an IQM Flagship School in 2013, a great deal of work has taken place on the areas outlined in the school's action plan. A summary of this work is outlined below:-

### **FS 1: Plans to sustain and develop inclusive practice**

- **Values versus violence**

This programme was successfully delivered and children found it interesting and enjoyable, especially in being able to share their background stories. The anger management component was very useful for some children in providing strategies for them to cope with feelings of anger and the social media safety was very useful for all.

- **More able learners**

Much effort has gone into developing Maths and writing strategies for the more able. The Maths Coordinator and the Assistant Head attended training and then led on the introduction of Maths' challenges, especially for Year 6 pupils. Children found these to be very useful in boosting their confidence and in developing their reasoning skills. This project will be developed further in the coming year across the school.

The development of pupils' writing has also been very successful and the priority for this development has been to train all teachers in how to inspire different types of writing by engaging children with good quality texts. The literacy coordinator and two class teachers led on this development, which involved 3 or 4 days of training and all teachers were enabled to attend this training at intervals spread over the last year. Teachers have planned lessons together around a text, linking it to the topics taught in the curriculum. As a result, they have become more confident in making learning more engaging for pupils and the texts they introduced have stimulated children's interests, with the result that the gap in writing between boys and girls has closed.

- **Termly progress meetings**

These have been very effective in enabling class teachers to be very focused on individual pupils' progress, resulting in earlier identification of need and the implementation of appropriate interventions. This has had an impact on the school's SATs results, which were outstanding this year.

- **Developing the school council**

The coordinator of the school council was enabled to spend a week at the Houses of Parliament and returned with many ideas of how to develop the school council. As a result pupils have engaged in several interesting events, including a visit to Merton Council and representing the school at the Mayor of London's team programme. These have been excellent opportunities for the school council members, who explained eloquently their role and the ideas they have that they want to implement in the school. One child is interested in becoming an MP and another is going to apply for the Croydon Youth Council. The school council representatives are a great credit to the school and should be highly praised for their ability to listen to each other and to engage in mature discussion.

- **Transition meetings**

These meetings, which take place at the end of intervention programmes between the TA who leads the ‘Partners in Talk’ sessions and the appropriate class teacher, have proved to be very valuable. Class teachers have been able to implement the same strategies in their teaching to enable continuity for children and they have also shared key words so that the TA introduces them in intervention sessions, prior to the class teacher introducing them to the whole class.

This work has been further improved by one TA being responsible for the teaching of this intervention programme, enabling her expertise to be further developed and aiding communication with class teachers.

### **FS2 2: Mechanisms to disseminate good practice across the school and with other schools**

- **Staff Training**

Staff training is a priority in this school as can be evidenced by the amount of time given to the Maths and Literacy training outlined above. In addition, there is ongoing training and development within the school on a number of issues and over the last year there has been a focus on SALT training for TAs as well as training for all staff on the SEND code of practice. The SALT sessions have been very useful in helping support staff to identify speech and language needs and in equipping them with the confidence and skills to follow a speech and language care plan in an effective way.

The head of Inclusion has written a new SEND policy in line with the new code of practice, which has been shared with all stakeholders. As a result of SEND training, all staff are now more confident in using the new documents linked to support plans.

### **FS 3: Classroom activities that explore inclusive practice**

- **Gardening project**

Another important development this year has been in the area of outdoor learning and children in year 1 have taken part in a gardening project during which they have learned about healthy foods and have grown their own strawberries, runner beans and carrots, which have been used to make jam and salads. Children spoken to were very enthusiastic about their work on this project.

- **Poetry Workshop**

Local poets delivered a number of workshops to Year 4 pupils, which were very successful and, as a result, two children's poems were published and they were able to perform their poetry within the school and at a local venue. This helped to raise the profile of poetry within the school.

- **Mandarin**

Children in Years 4 and 5 were able to learn Mandarin as a result of a link with a local secondary school, whose teacher provided the lessons. Children spoke excitedly about these lessons and were able to count and give greetings in Mandarin and they had kept their notebooks with pride to remind themselves of what they had learned.

- **Development in the teaching of Greek**

A remarkable feature of the work of this school is the high priority given to the teaching of a foreign language, which is also a mother tongue for a significant number of pupils. The school's team of Greek teachers, some of whom are provided by the Greek and Cypriot governments, provide 3 lessons per week for pupils starting in nursery and continuing throughout the school. The Greek teachers are a fundamental part of the work of the school and they develop their schemes around topics that will be relevant and of interest to foreign language learners. Pupils are very enthusiastic and the success of this teaching can be seen in the fact that non-Greek children are also very successful in learning the language. A parent commented on how they can speak very well when they go on holiday to Greece or Cyprus and children spoke very enthusiastically about their Greek language work. One English boy commented that he was able to help a newly arrived Greek-speaking child, who had fallen over, by speaking to her in Greek. Pupils in the school also learn about Greek culture from their Greek teachers and others, including about the Greek islands, which each class in the school is named after and about Greek mythology, which is a feature of the murals in the school.

In the last year the teaching of Greek has further advanced with 7 pupils in year 6, who are not from Greek speaking backgrounds, passing the Elinomathia, pre GCSE Greek language exam, with an A grade. This is credit to the Greek teachers in the school and to the Head Teacher and the whole school community that supports them in their work.

### **FS 4: To evaluate activities to determine the impact of initiatives**

- The school has monitored and evaluated the impact of all interventions within the school. A phonics intervention programme is now delivered solely by a HLTA, who has a dedicated room for this work. The impact is very positive with 86% of children passing the screener, compared to 80% in the previous year and will continue in the coming year.
- A robust intervention system for year 6 pupils, which placed them into smaller groups with experienced teachers and teaching assistants, with an additional intervention teacher focusing on core skills, has also been fully evaluated. Its impact has been very positive with outstanding results in year 6 this year. This strategy will continue in the coming year.

### **FS 5: To write up findings, publication opportunities, pieces for the IQM website to share with other schools**

- The school is a reflective community where staff CPD is paramount. Staff are involved in various projects, which link to the school development priorities. There are plans to share aspects of the school's work with other schools, via its clusters and with IQM via the website.

### **FS 6: Local needs**

#### **• Further work with parents**

The school's excellent work with parents and the community has continued to develop this year. A café has been created so that parents can stay and chat while having breakfast after they drop off their children. This is an excellent way for parents to get to know each other and to network. There have also been a number of workshops for parents this year. These have included Phonics, Maths, SEND, Reading and Handwriting and have been very well received. Governors have also worked hard to raise their profile with parents and pupils. They have attended events, have displayed their photographs, have written profiles on the website and have held a social gathering for governors, parents and staff.

#### **• Wrap around provision**

The school's 'wrap around' provision is another excellent feature of the work of the school and has been further developed this year with the establishment of an excellent area, including a new kitchen and outside space to provide wonderful facilities for children and parents, led by an excellent and dedicated team of support staff.

### Sources of data:-

- School website.
- Flagship action plan 2014-15 and evaluation.
- Flagship action plan 2015-16.
- Sample of school documentation.

### Opportunities on the assessment day:-

- Meetings with the head teacher and SLT.
- A tour of the school with the deputy head teacher.
- Meeting with support staff.
- Meeting with a group of parents.
- Meeting with a group of governors.
- Meeting with groups of teachers.
- Meeting with the school council.
- Meeting with a group of children re projects.

### Summary and recommendation

St Cyprian's is a very warm and welcoming place of learning where all pupils and staff are valued and where an atmosphere of happiness and friendliness pervades. The head teacher is rigorous in developing the school's ethos of inclusion and high aspirations for all, enabling children to reach their full potential and achieve the highest standards they are capable of. The school's values, ethos and behaviour code are encapsulated in the "St Cyprian's Way" motto – 'To love, to care and to look after each other'. This motto is lived and breathed by everyone in the school, making it a very happy and caring place of learning.

The head teacher and the senior team set the inclusive framework, articulate very clear priorities and are very well respected by staff, pupils and parents. The school wants all children to experience success and, as a result, expectations of pupils and staff are very high and everyone works very hard to achieve the very best outcomes for children.

Pupils spoken to were happy, motivated, articulate and supportive and expressed very positive views of their school. Quotes from pupils included, “I like this school because here everyone is kind and we all follow the St Cyprian’s Way”. “The school is full of opportunities for you to find what you want to do in life: the lessons are exciting and interesting”. “This school gives very big chances to the students and the teachers don’t have to do everything”. “No matter what happens, they’ll push you and help you when you need help”. “My friends always keep me company and my teachers always support me. I feel happy when my friends achieve things”. “People say to get a good job, you have to go to a good school. This is an outstanding school where we care for everyone and we’re all included – we’re a big family”.

In lessons pupils are very focused on learning and are supported by an excellent team of teaching assistants. Pupils are very responsive to staff in lessons; they are confident in welcoming visitors and they are keen to show the work they are doing. The classrooms and corridors are very beautiful environments for learning and include wonderful displays and beautiful murals, often linked to Greek culture and mythology. The school’s experienced team of excellent support staff provides a range of interventions for pupils, which have a significant impact on their learning and progress. Inclusion is at the heart of the learning here with interventions linked to lessons seamlessly as a result of excellent detailed planning by staff working collaboratively.

The school is a hub of the community and works very hard to engage parents and finds many ways to ensure that this aspect of their work is continually developing. The school is also a reflective community of staff where very interesting developmental work takes place to ensure a range of appropriate common strategies are developed to meet the needs of the diverse pupil population.

This is a wonderful school where meeting pupils’ diverse needs is at the heart of everything it does. The environment is beautiful with wonderful displays throughout. All staff are completely focused on working together to develop appropriate strategies to ensure their children make excellent progress. As a result this is a very dynamic, supportive and motivating place of learning for children.

I am of the opinion that this school is moving from strength to strength in terms of inclusion and should continue to hold Flagship status and be reviewed in one year’s time. Areas for development are included in the school’s thorough action plan for 2015-16 and include developing the school’s outside space; developing its new assessment system; developing its SEND process to give greater input to pupils; continuing to challenge the more able and to develop the curriculum; developing the quality of teaching and continuing to promote healthy lifestyles, partly through the wrap around care provision.

Assessor - Pauline Roberts

Date: 2<sup>nd</sup> October 2015