



30th October 2016

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Flagship Review Date: 18th October 2016

Summary:-

A lot of developmental work has taken place in the last year since the IQM Flagship Review. This has included continuing to develop the school's bespoke assessment programme to incorporate individual SEN trackers, focusing on the individual pupil's needs, rather than the year group objectives. The assessment coordinator analyses whole school data every half term and identifies gaps in learning. There have been workshops to explain the system for parents and governors and the system has been shared with local schools. The school continues to work closely with its cluster of schools on SEN and inclusion and ensures it shares its good practice and keeps them up to date re any changes. There is also on-going training for staff within the school, which has ensured that staff have become more familiar with the new SEN support plans. There have also been workshops for parents to ensure they are aware of the new SEN procedures.

The school is a very high achieving school and it continues to go from strength to strength. This year it was again the top school in Croydon LA in terms of KS2 results. This was partly enabled through the excellent intervention work that the school undertakes to meet all pupils' needs. In year 6 children are split into 4 groups, in the mornings for literacy and numeracy, based on ability, with the assistant head and TA each taking a group as well as the year 6 class teachers. This enables children to work at a different pace according to need. Following on from the morning sessions pupils, who have not grasped all of the morning's work, are given more time with a TA in the afternoon, to ensure they grasp the concepts and skills taught. The school also offers early morning sessions, for example in precision teaching, lunchtime sessions and Easter sessions to further boost pupils' attainment. Children are highly motivated to attend all sessions as appropriate and they are rewarded by the school for their efforts. This detailed, targeted work led to exceptional results, well above national averages across the board in 2015. This work is continuing with the current year 6 cohort and the school expects similar achievement in the coming year.

The high achievements of the school are due in large part to the excellent teaching and learning strategies, which are consistently applied. Recent developments include class

readers from year 2, instead of guided reading, which has proved very positive with all children enjoying the chosen texts and the less able learning from their more able peers. The literacy coordinator helps to choose vocabulary rich books to help develop pupils' language repertoires. The school has a major focus on improving writing and a 'Big Write' piece is included in every topic of the school's bespoke 'learning challenge' curriculum. The 'big write' involves children in drafting, editing, redrafting and receiving feedback from teachers and peers prior to doing their published piece of work at the end of each topic.

The school has wonderful murals painted by the school's resident artist, exhibitions and displays of pupils' work and achievements within classrooms and in the corridors and other spaces. This includes a new museum area in the library, which the school is developing over time. In addition, there is much evidence around the school of the school's values and ethos. These include the wonderful display showing the school values and behaviour expectations, "The St Cyprian's Way", new challenge displays on the stairs and a wonderful 'One World' display with a map of the world showing where pupils come from and the 32 languages they speak. A 'British Values' display includes the Greek philosophers and world great leaders and role models, such as Nelson Mandela and Martin Luther King. There is also a display, which includes a 'worry box', which encourages pupils to post notes to ask for help if they have any concerns. The school's artwork and examples of the wonderful projects pupils undertake at home add to the excellence and excitement of school display. Classrooms have beautiful display and common features include, working walls for literacy and Maths, VCOP display to start the day, the St Cyprian's Way, religious display and enterprise words to remind pupils of how to learn. There is also an excellent art room and a specialist music room with a music teacher who provides wonderful music and dance lessons for children.

At this school one realizes that children are at the centre of everything it does and are genuinely listened to. In lessons, they behave excellently well and enjoy their work, responding well to their teachers' questions and engaging in discussion and collaboration with enthusiasm. Pupils spoken to, representing the school council, were happy, motivated, polite, self-confident, expressed their opinions clearly and gave very positive views of their school. Comments from pupils included, *"In this school, when you're sad, people will ask you to play with them and if we are sad in class, our teachers and friends will solve the problem and they will never shout at us loudly"*, *"Whenever we have problems we can talk to someone around us and we are all a family"*, *"Lots of friends help you and you don't have to be sad, because your friends are playing with you and you can just forget about it"*. Pupils were keen to explain the St Cyprian's Way and how they have many opportunities at the school. They spoke about Mandarin classes, learning the Greek language and about Greek mythology. They also mentioned the lap tops and tablets they use in class and the many clubs, including fencing, Drama and many sports and the trips they can participate in, including a year 6 trip to Cyprus and a year 4 trip to the Isle of Wight. They also like the weekend challenges and the booklets they take home to learn with their families. This week they were enjoying 'inclusion week' with themed lessons on issues such as cyber bullying and being safe online.

The school works very closely with parents, who are very supportive of the school and are involved in its life in many ways. They are very happy with communication at the school and with the support for their children's needs. On the morning of my visit the

school hall was full of parents, staff and pupils attending a fundraising breakfast for cancer care. The atmosphere was very typical of this school – very happy, lively and positive. Parents are actively involved in supporting the school through the friends’ association, and organise events to raise funds. They are very happy with the wrap around provision that has been upgraded this year. This provision, run by an HLTA and her team, is an excellent one, which has further developed to provide facilities for up to 40 children from 7.30 in the morning to 6.00 in the evening. The activities provided are of a very high quality and are varied to suit diverse interests, including sports, arts and crafts, role play and ICT. This provision has been greeted very enthusiastically by parents and children and it is now oversubscribed. A trainee sports’ coach has led pre-class early morning activities which children have found very enjoyable as part of the wrap around care the school plans to increase the numbers able to attend this provision, through the inclusion of the forest school space in the coming year. Children are also being given further opportunities to do cooking in the school and the school’s HLTA, who also runs the ‘wrap around care’ has run cookery sessions for children who sometimes find it difficult to focus and to cope in the classroom. It is hoped to extend cookery provision in the coming year as it is very popular with children. The parent café, in the playground, with an outside seating area, enables parents to sit and chat before and after school is also planned to be further developed in the coming year, to include more benches and covered areas. Parent governors spoken to gave very positive views of the school’s teaching staff and support staff and they are delighted at the way all children are cared for and how they support each other. A governor also mentioned the excellent parent workshops that the school runs and highlighted the fantastic assemblies, for example, one on martial arts for Chinese New Year. She also highlighted the excellent extracurricular opportunities for children, including the recently established ‘rock steady’ band; arts and crafts and archery, “This is a very exciting place to be. It’s a very diverse community where everyone is celebrated. Children are safe and happy and there are many exciting extracurricular things going on. The school is a real community – like a family. The parents are very involved and meet up together regularly”.

The school is continually improving its environment and the development of the large outside spaces is an on-going major project for the school. This year the nursery has been relocated to an area with a better outside space. This now provides an exciting outdoor learning area with an astro turf area, beautiful murals of Greek Gods and a Himalayas climbing wall, created by early years’ staff. The school is also developing various green areas to enable children to undertake planting and gardening. Last year a gardening project in KS1 was very successful in encouraging children to grow their own fruit and vegetables and to cook and eat them, thus learning about healthy eating as well as about where food comes from. The school will be able to further develop this kind of project with the development of the outside spaces. In the KS2 playground, a garden for reflection has been developed, where the school’s hens are housed. The school has also introduced planters, which children have enjoyed caring for, and there is a new multi sports’ structure, in the KS2 playground, which increases pupils’ sporting opportunities through the provision of space for netball, football and cricket. The addition of a forest school, outdoor classrooms and an astro turf sports’ pitch will further enhance facilities for pupils.

Teaching and support staff are valued for their skills and expertise with support staff playing a vital role in the school, leading interventions, supporting in class and providing crucial support, for pupils with varying needs. This year support staff have continued to provide excellent interventions and to play a key role in the school. Developments have included ELKLAN training for 2 members of staff, who have used their skills to develop their speech and language work with targeted children. A new intervention entitled “Lego Build to Express” has also been introduced and is proving very successful as a one-to-one intervention for children who need to develop their ability to express their emotions. The KS1 phase leader has introduced the very interesting, ‘Zippy’s Friends’ project in year 2 with a focus on meeting children’s emotional needs. Staff are proactive, flexible and motivated and their ideas and expertise are valued. They are encouraged to share ideas and to develop their skills through reading and research. Governors also work very closely with the school and have a range of appropriate skills, which are used to positive benefit of the school. Parents are keen to stand as governors and play a very important role on the governing body. It is also a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school works closely with the other schools within the Croydon north cluster, on various aspects of CPD, moderation and sharing good practice.

Exceptional features of this school include the wonderful family ethos of including, listening to, challenging and supporting all children; the excellent behavior, self-confidence and positive attitudes of pupils; the exceptional, positive leadership of the head teacher and SLT with very high expectations of everyone and a very caring attitude to staff and pupils alike; the excellent teamwork and reflective practice of teaching and support staff; the wonderful opportunities provided for pupils and the overall positive, happy atmosphere in this exceptionally high achieving and inspirational school.

The school is continually developing its exceptional practice on inclusion and is sharing its excellent practice with a range of other schools. I recommend that the school continues to hold Flagship status for a further 3 years and be reviewed in one year’s time.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Assessor Commentary re future targets:

1. The new kitchen facilities will be an excellent addition and will provide many opportunities for healthy eating to be promoted within the school.
2. The successful bid of £10,000 to implement a healthy eating cooking programme provides very exciting opportunities for the school to deliver cookery programmes for pupils, parents and the local community.
3. The sports' programme for obese children will further enhance the school's work on healthy life styles.
4. The school's outside space will be developed, providing very exciting increased opportunities for outside activities for pupils. It will open up possibilities, for example, having a forest school on site as well as outside classrooms, activity sports' areas and, funding provided, an astro turf pitch.
5. The money that pupils have raised will be used to brighten up their classrooms and corridors. This is an excellent way of involving pupils in having a say in how their environment is improved. The school environment is already very beautiful with murals and beautiful displays and this development will enhance this further. In particular, the school artist will paint the class Greek island over each classroom door.
6. The challenge curriculum will further enhance teaching and learning in the school. The focus on Science as a discrete subject in Year 5 will be another very exciting innovation.
7. Further training on S&L strategies will enable all children who need this help to receive enriching language opportunities.
8. The 'Afternoon Tea with SLT' idea will an exciting event for pupils and an innovative development of pupil voice in the school.
9. The 'Zippy's Friend' programme, which deals with coping skills and feelings, is an interesting development of PSHE work in the school. It has already been introduced to both classes into year 2 and is proving very worthwhile for children who are helped to explore their feelings and emotions. The research that is taking place around this programme will also be very interesting for the school in further developing this work.

Sources of data:-

Visit to breakfast charity event with parents, meeting SLT, tour of school and classrooms with deputy head/inclusion lead, meeting with a group of pupils, meetings with various key staff re developments, perusal of documentation and on-going discussion during the day with the SENCO.



IQM Flagship Review



Further Developments agreed after discussion:-

I am very happy to support the school's action plan as outlined in the assessment commentary in an earlier part of this report.

Assessor: Pauline Roberts

Review Date: 18th October 2016