



18<sup>th</sup> October 2018

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Springfield Road  
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**Flagship Review Date: 2<sup>nd</sup> October 2018**

### **Summary**

St. Cyprian's is a happy and welcoming school providing a safe and supportive environment for the whole community. There is a lovely 'feel' to the school as you walk around it, which I certainly experienced on the day. Visitors speak highly of the school. Staff, pupils and parents spoken to during the assessment were proud of their school and what it achieves.

At St. Cyprian's, faith is integral to 'The St. Cyprian's Way'. Everyone spoken to throughout the assessment described how they felt part of a valued community. Staff, parents and children describe this as 'our school, our community, ourselves, love, look after and care for each other'. Staff were keen to describe how this ethos has a positive impact on their lives and the lives of their pupils. These words are displayed on posters in classrooms and are closely linked to the schools behaviour management systems. During the assessment I was very impressed at the polite and welcoming nature of the pupils who were very happy and keen to help each other by holding the doors open and making way for each other. The children showed excellent behaviour for learning.

The assessment day fell on St. Cyprian's Day and started with a lovely assembly which brought everyone together. As the day progressed children were learning about St. Cyprian, the Greek Orthodox faith, language and history which is very important to the school community. Children have the opportunity to travel to Cyprus on a residential trip and the staff have tried to incorporate as many aspects of Cyprus as possible. A member of staff described coming together to share coffee and food together with the parents as a highlight of her day. The many forest art works, fig and olive trees in the playground add to this experience to make you feel like you are in a corner of the Mediterranean!

The school also has many interfaith links which the staff describe as very important because they 'bring children together and break down any barriers and stereotypes and place children firmly in the bigger world'. One example being the links with the nursery 'Apples and Honey' where children in both schools have worked together.

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Another example is joint working with Al-Khair Primary School. Children from St. Cyprian's year five class linked with Al-Khair year six class and the Initial meeting was at St. Cyprian's but was then reciprocated at their school. The children got to know each other, developed their communication skills and made new friendships celebrating the similarities and differences between each other. Staff want to continue these links and visits. On the school website there is a picture of one heart showing all the community links that make up St. Cyprian's.

Parents are also keen to endorse the 'The St. Cyprian's Way'. Parents spoken to during the assessment day were proud to be part of St. Cyprian's and several travel some distance to keep their children at the school. They describe the education their children receive as 'top of the level!' They feel their children are receiving an education which is really special. 'They want them to understand and enjoy their learning. They make it fun filled and exciting. I am learning with her!'

School Council children play an important role in the school. During the assessment I spoke to children who had been on the council last academic year. They described their roles as being 'to take care of your class', to 'do the best for your class' and to 'work together as a team'. One child described being a school councilor as being 'very magnificent!' They talked with excitement about the architecture project and the trip to St John Soane's house.

Highlights from last year included Maths, writing, RE and PE. One child liked the wrap around care facilities where they can wait for their parents if they are late and can participate in arts and crafts. They also liked the fact that they can have free trial sessions of sports. Children new to year six were looking forward to the end of the year where they have 'fun trips like Cyprus and parties'. 'I like the teachers, they always push you to a higher level. I think it will be really useful when I grow up', 'In year six we move around and it feels like secondary school. We have lots of groups'.

Parents feel the staff really work hard to ensure the children learn many new things each day. One parent said 'she surprised me, she knows lots of things. I am surprised at what they learn at this age, they are more advanced'. Another said, 'my child has never said for one day I don't want to come to school'.

Parents feel that staff at St. Cyprian's really prepare the children for life; 'they get them ready for everything, teachers are looking forward and make transitions easier, they are very experienced at doing this'. Parents spoke about how smooth transitions have been for their children. They appreciated the range of information sharing opportunities which included face to face conversations as well as text messages and information on the website. They also appreciated the opportunity to attend parent's workshops which provided information on the curriculum as well as important topics such as internet safety, F.G.M and Dementia Friends.

Parents feel they benefit from the support given to children when they need it. One parent felt the extra hour of phonics and language given to her child when she was in reception and new to English, really made the difference. Her daughter felt included. 'They bring them up. No child feels excluded and they feel they can do what their peers do'.

The school is very involved with charities and children raise money to help people less fortunate than themselves. During the assessment day, preparations were underway for a Macmillan coffee morning. Money has been raised for the school via discos and fairs. Parents liked the way the school keep them informed of how the money raised is spent and felt that funding would always be of benefit to the children. An example given was the Trojan horse in the playground.

The school's core values are evident throughout every part of the school starting with the entrance hall through to the multitude of displays and classrooms. Central to the school is the Chapel, which is absolutely beautiful with small heart shaped boxes where children leave their individual prayers. At the start of the academic year all children and staff write their own prayer for the coming year and these are displayed around the school.

Governors work well with the school and say that the staff are really accommodating towards them. All their questions get answered and they receive timely information that helps them deliver their role as governors. Governors are very pleased with the progress the school is making and grateful to the SLT for how they operate.

St. Cyprian's is an active member of the IQM Cluster group and has attended meetings throughout the previous academic year. They hosted the last Cluster meeting where they showcased their inclusive practice. This included a SEN presentation on the early identification of Special Educational Needs (SEN), their school procedures in supporting pupils with SEN, high aspirations for all pupils and the enriched curriculum, which included Greek Language/Cultural Enrichment, and its impact on pupils.

An evaluation of the progress and impact of the previous year IQM Flagship Action Plan and future actions informed the assessment as well as a tour of the school. Discussions were held with the Head teacher, Deputy Head teacher, members of the SLT, staff, pupils, parents and a governor. The school has a thorough action plan for the coming year and has accounted for all the actions undertaken since the previous IQM assessment.

St. Cyprian's Greek Orthodox Primary Academy is continually moving forward, going from strength to strength with its inclusive practice. In view of this, I recommend St. Cyprian's retain IQM Flagship Status and is reviewed again in 12 months' time.

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

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



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



### Commentary on the last 12 months:-

St. Cyprian's is a larger than average primary school with 425 pupils currently on roll, and with a 52-place nursery. This is a multi-cultural school with many different languages spoken.

- Writing has been a focus for the whole school as identified in the School Development Plan. In the EYFS there has been an increased focus on promoting the writing attainment of boys in particular. Following attendance by the EYFS coordinator and nursery teacher on the course 'becoming a writer, in leaps and bounds' they decided that writing in all areas for all, would help to develop the skills of boys and inspire them. 'We put laminated signs and cards in all areas such as the construction area. This encouraged children to mark, make and use their phonics to write. Later on we used laminated speech bubbles which encouraged the children to take ownership of their writing. Inside the children made signs like '*please be careful*'. On the day of the assessment children were seen wearing toolbox jackets filled with writing implements and adults modelling meaningful writing and writing for a purpose.
- At the end of the year, staff were really pleased that for the first time, boy's attainment was significantly higher than girls, with a higher number of boys exceeding than ever before. 'All children have more of a 'can do' attitude to writing. All children want to write, not just in a book, let's get a clipboard, lets write!' Staff are very aware of the need to ensure this continues into year one. They have developed a linked curriculum with year one. The whole school vision 'I am strong through Jesus Christ to **bee** the best that I can be' is displayed throughout the school. Children researched the symbolism of the bee during a dedicated week in school and this has led to the new vision statement above each door, in the hall and on the school's, letter headed paper. Weekly Inspirational Assemblies were led by staff who spoke about the people who in their own lives inspired them to be the best that they can be. Staff describe these assemblies as absolutely amazing and very moving. Staff helped one boy to present in assembly, his fabulous achievement of climbing Mount Olympus. Children really were inspired by this.
- Last year, the school took part in an Open City project. 'We made a massive mess in the Hall it was fantastic!' Pupils from year four took part in this project which aimed to shape the forest area in the school. 'A team of artists and an architect came in to school and spoke to staff and children about the forest area and helped design it. They taught the children to draw from a bird's eye view on large bits of paper and to create ideas and their own designs for this area. From individual designs, children started working together and made a model of their design. They used everything!!!'
- 'Children learnt how to communicate with each other, building, creating, and thinking outside of the box to bring their design to life'. One quote from a child who participated illustrated how much they gained from taking part in the project; 'although our models didn't turn out quite as we expected, we learnt how to adapt our ideas and designs to suit our materials'.

- The children then put together a presentation to send off to Open City, and although they didn't win the competition, they were invited to an award ceremony to showcase their work. The children took the models they made and put them in the actual space designated to be the future forest area. Other quotes from children included: 'it looked like it fit in the space as it should if it's made into a real building'. 'This project really boosted my imagination because I could picture my tree house and what I could use for it. It was really fun and I enjoyed making my model'.
- This project linked into the whole school priority of children's writing. Through this work, children produced a range of writing including poetry, instructions, news articles and stories. Staff would like in the future to link this work with the development of the forest area.
- The school undertook an assessment of their RE provision under section 48, Catholic diocese of Southwark and received an outstanding recognition. From this the school set a target to develop assessment within RE. As the only Greek Orthodox Primary School in London they had to develop this on their own. They developed an assessment tool based on these objectives and now track the progress of these across the curriculum. The school are confident that children's writing standards are equally high in all areas of the curriculum. This is a real achievement. Next steps are to further enhance and deepen children's knowledge of traditions of the orthodox faith and to incorporate more world religions into the syllabus, spending a lengthier time studying other world religions.
  - St. Cyprian's are members of the Catholic Primary Schools in Croydon. They participate in sporting events and competitions, exchanging ideas on pedagogy and practice, and have recently moderated writing across schools. This year they have produced a portfolio of writing expectations at Age Related Expectations.
  - Another successful achievement for the school had only just come through on the day of the assessment; with the news that St. Cyprian's have received the Gold award for their anti-bullying program - Altogether School. Children completed an online questionnaire at the beginning of the year which was repeated again at the end of the year to find out their feelings about bullying. The audit identified the need to talk to children more about bullying that could happen outside of the school. As a result, the policy was updated to reflect this, the school council were involved and planned actions together. Staff were trained via an online program during a school inset day. Staff intend to complete the remaining modules whilst at the same time keeping children involved.
  - Assessments in core and foundation subjects have been embedded across the school. Challenge Curriculum assessments have been evaluated. The Science coordinator has supported teachers in delivering the new science curriculum. Surgeries have taken place to support the planning and delivery of science.
    - The school purchased the Learning Challenge curriculum; providing questions and cross curricular ideas. They have subsequently revised their curriculum and



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have added computing links. They continue to focus on Science as a discrete subject and is taught weekly through the academic year. 'The general consensus was that if we could develop their understanding this way, children will become more scientifically aware of their surroundings, will link this to other curriculum areas, consolidate what they know, improve their confidence and their understanding of the learning. They will also be able to better experiment and investigate'. Evaluation shows that within the area of science; all children have made good progress and are meeting age related expectations.

Future plans identified through the IQM Flagship Action Plan:-

The development of the Flagship forest school project over the coming years will support the delivery of cross curricular subjects across the school and much more. The children are already excited about it. Staff are hoping to gain specialist knowledge of forest school practice by visiting Sweden next term and then using this knowledge to enhance their provision and develop the area identified for the planting of trees. I look forward to seeing this emerge over the coming year and the plans put into action.

**Assessor: Sandra Sefer**

**Review Date 2<sup>nd</sup> October 2018**