



7th October 2019

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

Flagship Review Date: 2nd October 2019

Summary

St Cyprian's is the only Greek Orthodox primary school in the UK. It has two forms of entry and is larger than average with 404 pupils on role. The proportion of pupils with Pupil Premium funding is below average and the number of pupils from ethnic minority groups is above average. The number of children with SEN is below average. The school aims to give every child the highest quality education in a supportive learning environment enriched by progressive teaching of the Greek language and Greek Orthodox religion. About a quarter of the children come from an Orthodox background; most come from other Christian backgrounds whilst there are some from different religious beliefs.

The school has had IQM Flagship status for a number of years. On my visit to the school, I had the opportunity to verify information provided on the Flagship Action Plan, speak to parents and three Governors, chat to the children, conduct a learning walk visiting all classes and the nursery, interview staff involved in key aspects of the school's action plan and meet with the Acting Headteacher and Assistant Head to discuss and review the school's work towards the action plan and plan next steps. Prior to my visit to the school, its website provided key information about the school's policies and practice.



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St Cyprian's is a happy and welcoming school providing a safe and supportive environment that enables pupils to flourish and reach their potential. Children have a deep understanding of the St Cyprian's Way which underpins their attitudes and behaviour. They know that if they love, care and look after themselves, each other and their community, they will grow to be responsible citizens. These learning behaviours are taught from the Early Years where the children are introduced to the ideas of independence, respect, resilience, reflection and collaboration. In all parts of the school the children were well-mannered, always holding doors open for others and engaged in their learning.

Staff have visited other schools including special schools in their cluster group and have found these meetings thought provoking and useful. St Cyprian's also hosted a meeting in June 2018. Staff have visited schools in Italy and Sweden and each time they try to bring back an idea which could improve practice in St Cyprian's, for example evidencing incremental progress for those with extreme SEN, having a greater focus on child centred learning and creating a rich outdoor environment for children to learn outside.

On the day of this review Father Chris came in for assembly to talk to all the children and parents as it was St Cyprian's Day. He complemented the children on how respectfully they entered the hall. He spoke to them about their diversity and that everybody is different but we are not here for ourselves. With good humour he was able to recount a story of how a bully can change and that we can all change.

As you enter the school everybody goes through a chapel area, with icons and a prayer box. There is a picture of Archbishop Nikitas who will shortly be visiting the school. The school proudly shows off its shield for winning the Croydon Football league for the first time in its history. The displays in the corridor tie British Values to the ancient Greek philosophers. There is a display combining themes of Our School, Our Community and Our World. There is a Remembrance display and examples of good writing. Another display shows how each world religion is respected with artefacts and pictures. There is a display encouraging good attendance and which class has the best attendance for that week. Another display shows end of year expectations for each year group. Another showing which animals are being sponsored through the WWF and a box for children to write their concerns. High expectations and high standards are well established yet set within a caring environment.

Each class is the name of a Greek Island and there is a map and an icon of its patron saint outside each door pinpointing where the island is. There is a consistent approach to the displays in each room. Each child is in a team and may be rewarded for good work and behaviour. The children explained how their picture may be moved on the Venn diagram of the St Cyprian's Way if their behaviour was not appropriate. They thought that the rewards and sanctions are right.

The school has a well-resourced nursery, library, music room and kitchen with a work counter which can be raised and lowered according to the heights of the children. Although at the moment there are no children needing a wheelchair there is a lift to enable those with physical disabilities to access the first floor. The new all-weather pitch is proving popular and there are areas for children to sit quietly in the playground. The Early Years inside and outside provision encourages imaginative play.

It has exciting plans for the future to build a Forest School. The staff at St Cyprian's have thought carefully about all of its provision enabling all of its pupils to access all of its facilities. The school has inclusion as its heart. I recommend that its IQM flagship status continues and for it be reviewed in twelve 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.

Assessor: Ralph Silverman

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

Element 1:-

- **Focus on Early Years to prepare pupils to manage their emotions and be prepared to take risks and be resilient.**

Three members of staff took part in an Erasmus+ project. They spent a week in Reggio Emilio in schools in Bologna, Italy. They examined their early years' philosophy and practice where there is a greater focus on developing independence and resilience in children. The actions from the visit included: Greater focus on child centred learning, where children's interests are pursued. Greater focus on Art. Children use folders instead of books and select their own learning that they would like to add.

20 members of staff (3 EYs staff) took part in CACHE Level 2 Understanding children and young people's mental health, enabling them to be aware of signs and symptoms of ill mental health and strategies to support children. Staff are more confident in spotting early signs of mental ill health and know the next steps in providing support for children. The Acting Headteacher is now the Mental Health First Aider and she attended a two-day accredited training to help support pupils with ill mental health.

Year one and Reception have worked closely to develop five specific Learning behaviours, these are linked to insects to keep in theme with the school symbol of the bee. Staff in Early Years have also introduced 'Learning detectives' as a way of allowing children to take account of not only their own behaviour for learning but also the learning of others.

Element 2:-

- **To keep alive the vision of Forest Learning.**

One lesson should be delivered outdoors each week and this is evident on class timetables. Forest Leaders have delivered learning from their experience in Sweden. Staff have a good understanding of the benefits and philosophy of the outdoor environment. Forest leaders shared good practice with Croydon Forest Learning Group. Benches have been placed around the school with planters around to create a welcoming outdoor environment. The entrance to the school is very welcoming and relaxing. Four members of staff visited the Forest Learning Project in Lidkopin and Vars, (part of an Erasmus Croydon Project) in Sweden 5th – 9th May 2019. Presentations were made to school staff regarding the benefits of outdoor learning. The Site Manager and Team have planted trees in pots and started to renovate benches and tables for the designated Forest area.

The Pamper Indulge Green Project took place. This is a community project where pupils work in a community garden each week. They have been learning how to plant, grow, recycle, harvest and cook the produce. A presentation took place in July where children shared their learning experiences with parents and members of the local community. A prize giving ceremony, attended by a Croydon councillor also took place.



Element 3:-

Promote well-being, good physical and mental health for pupils at St. Cyprians and local community, including vulnerable people.

A funding bid for the Astroturf Pitch was successful. It was officially opened by the Mayor and Mayoress of Croydon in June 2019. Children have started to enjoy the Astroturf every lunch time. This is timetabled for pupils to have an opportunity to use the pitch weekly. The School Business Manager is working with the local community to engage charity groups to use the pitch for local vulnerable young people. An ex-pupil from the 1920's donated some money towards this project. He had many fond memories of the school. The school has bought a bench in memory of his daughter who died a few years ago.

Pupils will participate in the "Zumba Showcase Extravaganza!" This will help them to learn a new, fun and exciting way to start exercising and becoming more active. Throughout the process they will also make friends and learn the rich history of Zumba. The school has a trained Graded Care Profile 2 user. This aids the early identification of pupils who may be at risk of abuse. The tool is used to aid staff in carrying out a referral to MASH.

Element 4:-

To extend high prior attainers in writing.

Pupils are closely tracked throughout the academic year, through pupil progress meetings, assessment data, formative and summative assessments. Provision for this group of pupils has been through differentiated learning challenges and teaching pupils in small groups, with the addition of experienced staff, such as the Assistant Headteacher and Pupil Premium teacher. There is now a greater focus on high prior attainers in writing.

Accelerated Twilight sessions are offered to all staff in light of OfSTED's action point to increase progress of more able pupils in writing.

Element 5:-

To build on the child centred approach by encouraging pupil voice in line with SEN CoP.

Pupil Voice has continued to be encouraged, through the use of questionnaires. Pupils have had the opportunity to express their views regarding what makes them happy in school, what they are good at, how safe they feel, what they would like to improve on and their preferred subjects. There is a timetable in place for aspirational speakers. Councillor Stephen Alambridis from Merton spoke to Year 6 about politics and their aspirations. The School Council have been involved in creating and sharing playground rules with the whole school in assembly. Pupils have taken part in enterprising opportunities, raising money for the school and themselves. Pupils have pitched their



ideas to SLT, designed and created their products, advertised and then sold their products at the Christmas and Summer Fairs. Pupils have taken part in the Windrush Competition where they were given the opportunity to express their views and explain what took place. This competition was open to all schools in Croydon and two pupils from St Cyprian's were awarded with a prize.

Element 6:-

To enhance pupils' understanding of how to be safe online and in our community.

Mary Rebello (LA adviser) delivered bespoke workshops and assemblies for years 1-6. She delivered INSET for staff on online safety. A pupil safety questionnaire is carried out annually. Workshops have taken place for parents regarding being safe online. PREVENT workshops took place for years 5 and 6 by Cordelia Shaw, an LA consultant. A Gangs Activity presentation took place for pupils in years 5 and 6 and a drugs workshop was held for children in year 6 making them aware of the dangers of drugs.

Commentary on the next 12 months and Further Recommendations

Vision of Forest Learning and philosophy which underpins this to be shared with governors, staff and pupils.

- Breakfast meetings will be organised where the Forest Team will present the philosophy of forest learning. Staff to have a good understanding of the research that underpins the benefits of the natural environment. Pupils to be given opportunities to learn in and from the outdoor environment.
- An assembly will take place for the whole school. PPT to be shared so that children understand the significant benefits of forest learning both on physical and mental health.

Share benefits of Forest Learning Project in Lidkopin and Vars, Sweden with Croydon and Borough SENCOS.

- Staff who visited Lidkoping will present their findings to Croydon. The DHT and school EP will present findings to Croydon SENCOS.

Outdoor learning to take place weekly.

- Class teachers will include one outdoor learning lesson each week. The Forest Team will work with the Croydon Group to help with resources and lesson plans for outdoor learning.

FOSC fundraising for Forest Learning Project.

- FOSC to contact various companies/people and ask for donations regarding Forest Learning Project.



Organise construction of Forest Learning Environment.

- Dependant on budget and success of fundraising, erect fencing, benches, outdoor classroom, trees, etc. to create Forest Learning environment.

Provide sporting facilities for the community, in particular vulnerable children/adults in local area.

- Astroturf to be used during the school day for St. Cyprian's pupils to enhance their physical and mental health. Local community to use the pitch after school and possibly at weekends, providing a need for vulnerable adults in the community to engage in healthy outdoor sports. DHT from St. Joseph's to present a plan as part of his NPQH project with ideas on fundraising to support forest development.

Meet termly with Croydon North Cluster SENCOs. Introduce new SEN Advisor for Croydon to Cluster.

- Raise awareness of current issues affecting schools regarding SEN, offering support, sign posting SENCOs setting agenda, introducing new initiatives etc. Revise structure of SEN Cluster Groups. Invite Marion Hampton SEN Advisor to all meetings. Succession planning implemented. School SENCO Angelina Adrien to take on responsibility of leading the cluster.

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