



Annual Evaluation for the IQM Flagship Project



School:	St Cyprian's Greek Orthodox Primary Academy Springfield Road, Thornton Heath Surrey CR7 8DZ
Head/Principal:	Chris Vradis
IQM Lead:	Angelina Adrien
Date of Review:	18 th October 2021
Assessor:	Emma Skipper

IQM Cluster Programme

Cluster Group:	Cosmos Learning Hub
Ambassador:	Adriana Verrecchia
Date of Next Meeting:	8 th March 2022

Next Cluster Group Meeting Focus: Interventions and Support

Sources of Evidence during IQM Review Day:

IQM leads folder of evidence which included:

- Children's Mental Health Week slides – shared with parents.
- Letters/emails re E-safety for parents.
- Emotional wellbeing policy, staff wellbeing policy.
- Positive relationships information letters to parents.
- Right track programme photographs and Forest School photographs.

Discussions with:

- Headteacher, SENCO/ Deputy Head– Discussion around why Mental Health/Wellbeing and Curriculum was chosen as their project and the impact it has had on their pupils.
- Class Teachers – How the project has been implemented and its impact in the classroom. How they were involved in the delivery and planning of the programme.
- Teaching Assistants – Observations of intervention support
- Pupils – their experience of school, what inclusion looks like for them and how their mental health and wellbeing is supported
- Parents – What inclusion looks like to them and how they are supported by the school.

Additional Notes:

The review took place in person at St Cyprian's Primary Academy



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Evaluation of Annual Progress towards the Flagship Project

The focus of St. Cyprian's Primary Academy's Flagship Project is:

'To raise awareness of mental health and wellbeing among the whole school community'.

Throughout the 2020-2021 academic year, St Cyprian's School staff have worked hard to achieve the desired outcomes of their flagship project. Despite the unexpected interruptions to schooling due to Covid - 19 over the past 18 months, staff ensured that their project was able to continue. They endeavoured to continue to put the wellbeing of their pupils, staff, and school community at the forefront of all they do - whether learning from home or in school.

Having recognised the importance of promoting positive wellbeing in school, the Senior Leadership Team (SLT) agreed that strategies to raise awareness of mental health and wellbeing should be the focus of their Flagship Project and sit alongside a strand in the school's School Development Plan. St. Cyprian's also took the opportunity of new leadership to reflect on the school curriculum and have moved to what they consider to be a more 'child centred' approach to learning, using set fiction and non-fiction books to link writing across the curriculum as well as bringing in a new maths scheme of learning. With wellbeing being at the forefront of the Senior Leadership Teams mind for staff as well as pupils, PPA for teaching staff has been increased to 20% of their teaching time to allow for robust planning and opportunities for professional dialogue with peers. A new PPA workspace has also been established to ensure staff have access to outstanding planning provision and space. It is the aim of the new curriculum to create a learning journey that has children at the centre - where children have a desire to positively engage and lead their own learning. Changes in the organisation of subject timetabling has also created opportunities for deeper understanding and learning through half-termly science weeks.

During the project, SLT have monitored and reflected on its impact. They have included parents in the development of the project via emails regarding emotional wellbeing, provided pupils with remote learning opportunities for children's mental health week and reviewed their emotional wellbeing policy and staff wellbeing policy.

It is true to say that the evaluation of the Flagship Project for 2020-2021 has been achieved. The Head Teacher, SENCO/Deputy Head have taken steps to ensure that they have reached the target to raise awareness of the importance of mental health and wellbeing among the whole school community and to develop their curriculum using a book-based approach. The Senior Leadership Team have evaluated the impact of their project to date and have identified the next steps for ensuring that it continues to be an integral part of their school.

Agreed Actions for the Next Steps in the Flagship Project:

St Cyprian's Primary Academy staff are keen to continue to develop the next phase of their Flagship Project. Due to the disruptive nature of the last 18 months the Senior



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Leadership Team have agreed to continue to embed 'mental health and wellbeing strategies across the school community' also, to embed their new curriculum throughout the school. A plan for this has been created and shared with all stakeholders, thus continuing to ensure that the involvement of all staff and the inclusion of all pupils is at the forefront of their approach and is built into the ethos of the school.

Raise Awareness of the Importance of Mental Health and Wellbeing among the whole school community

Whilst SLT are confident that strategies to raise the importance of mental health and wellbeing are in place across the school and its wider community, they agree that there is more work to be done to embed it in everything that they do. A desire for all policies and practices to refer to pupil wellbeing and the wish to develop the use of pupil voice to explore their opinions of emotional health and wellbeing throughout the school continue to be evident.

Next Steps as discussed during the Flagship Review

- Develop active playtimes for all.
- Use display space around school to celebrate the Emotional Health/Wellbeing work being undertaken across the school.
- Participate in children's mental health weeks.
- Continue to access support from Right Track/Befriender Programme.
- Establish Wellbeing Ambassadors.

Embed cross curricular learning using a book-based approach

The new cross curricular curriculum has been in place since Spring 2021. New approaches to maths have also been introduced this September using the 'Inspire Maths' programme. Despite staff having to take on board a considerable amount of change teachers talked positively about the new initiatives and the positive impact that it was having on their children's engagement and involvement in lessons. SLT agree that the impact of the new curriculum has so far been difficult to measure in terms of progress. Due to lockdowns and the closure of bubbles over the last academic year, many children have missed out on class-based learning and therefore statutory assessments were not carried out at the end of the last academic year.

Next Steps as discussed during the Flagship Review.

- Writing moderation across year groups and classes.
- Collect annual results and measure progress.
- Continue to support children in metacognition and identifying when they need support and/or further challenge.



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The Impact of the Cluster Group.

St. Cyprian's Greek Orthodox Primary Academy is an active participant of the Cosmos Learning Hub Cluster Group. They have taken part in two virtual cluster meetings between December 2020 and June 2021.

- Staff wellbeing club started.
- Wellbeing days introduced.
- Parent workshops on interventions such as 'bucket time' and PIC.

Overview

It was evident from the first meeting with the Head and Deputy Head of St. Cyprian's Primary Academy that the inclusion of all pupils, regardless of background or need, is a fundamental priority of the school. The Headteacher shared his belief and passion for delivering a 'Child Centred' approach to learning. The importance of providing an environment where children's mental health and wellbeing is a priority to ensure all children can thrive and be supported to achieve their potential was evident in the implementation of the school's Flagship Project of 'developing a mentally friendly school'. The Senior Leadership Team are very aware of the importance of having a positive mental health and provide a range of support mechanisms and systems to monitor their pupils' wellbeing.

The children I met with on the day discussed their school fondly. It was clear that provision has been made for children beyond their academic learning to develop the whole child and support their mental health. Interventions such as 'Bucket Time', PIC, 'Forest School' and 'Wellbeing Club' all ensure that children are being supported effectively and that any barriers to learning are being addressed. Carefully selected groups of children are given the opportunity to take part in Forest School. Forest School has given children the opportunity to test their resilience and challenge themselves in a different environment. One child described their experience as 'astronomical' and explained how he was able to transfer the skills learnt in the Forest back to the class and felt better able to concentrate. The 'Right Track' counselling programme is another example of the school looking to support the child beyond the classroom. The 6-week programme aimed at Year 5 pupils, involves two trained counsellors working with children on resilience and relationships. Children identified as benefitting from additional support can also be enrolled on the 'Befriender Programme.' One child explained how the 'Befriender Programme' had benefited him in learning how to step away from situations and learning what to do when he feels angry. He stated that he felt more confident now with strategies and was able to share these suggestions with his friends to help them too. Attendance at the lunchtime wellbeing club is via invitation; targeting those children who may struggle with unstructured times. Arts and crafts, chess, Lego, and other quiet activities are on offer. The children described the club as a "good place to relax and take your mind off things" and "a nice calm space to be – without any screens." Children also spoke about how their wellbeing is supported using worry monsters and wellbeing displays in school.



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The teachers involved in the review day shared how the new book led curriculum had been implemented in the classroom and the rich learning and language acquisition that was being developed through this approach. Half termly trips are organised to enrich the children's learning experience and deepen their understanding of the topic that they are studying. Children talked with confidence about the topic led approach and how they used enquiry and research skills to improve their knowledge of a subject. A broad range of activities are used to engage children in topics including role-play, art activities and cooking experiences. The Maths Lead explained how the new 'Inspire Maths' scheme was supporting pupils in developing their maths vocabulary through discussion and collaborative learning. She explained how teachers worked with children who may find concepts more difficult and that through the course of the week the number of targeted children reduced as more began to grasp the concepts that were being worked on. Children are encouraged to take responsibility for their own learning by indicating, using coloured paper cups, whether they were working well independently, working collaboratively with their peers or require additional support from the teacher. The use of manipulatives, visual prompts and collaboration all supported those children who may need additional scaffolding to their work. Opportunities for greater depth experiences is available for children who grasp concepts quickly through 'Challenge Box' activities.

Pupils are encouraged to be aspirational about their futures. This is demonstrated through the 'Dream Catcher' assemblies. Through these inspirational assemblies, different members of society and the local community are invited into school to share their job experiences. As well as exposing children to a range of jobs such as DJ, singer, Mayor of Croydon, personal trainer; the older children are also given the responsibility of preparing questions and interviewing the visiting speaker. The children who had been involved in this programme claimed that it was preparing them well for their futures and making them aware of jobs that they may not necessarily have already known about.

During the review day, I observed support staff confidently deliver small group interventions. During both the 'Bucket Time' and 'PIC' interventions children showed positive behaviours for learning and engaged well with the tasks that were thoughtfully planned and with a high level of pupil engagement. The children responded to each other with respect, and it was clear that the support staff had built strong relationships with these children. The support staff showed a good understanding of the purpose and desired outcome of the intervention and had created an environment where children felt able to take risks with their learning. Children were given lots of verbal praise and showed pride in their successes.

The parents that I met with during the review day spoke of a community that cares and supports all its members. They described the school as being very family orientated where everyone is made welcome regardless of faith and background. One parent explained that the door is always open for parents, who are actively encouraged to join in with school events. Parents support each other by supplying uniform and helping with the costs of trip. Parents are actively encouraged to help as volunteers on school trips regardless of the year group that their child is in. The parents praised the school's level of communication, explaining that they are updated regularly through emails. They also commented on the fact that teachers are available both before and after school to talk to parents and are always readily available. One parent described the school as a second



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home for her grandchild. She also stated that the school office staff are amazing and help with completing forms and explaining application processes etc. “They never say ‘no’ to anything that is asked of them or tell me I have done something wrong. Nothing is ever too much for them to help with.” All staff at the school go above and beyond to support the children and our families. The review day was an extremely informative and enjoyable day. It was clear from the review that St. Cyprian’s Primary Academy is a place where children’s mental health and wellbeing is a priority. An emphasis on encouraging children to lead their own learning and challenge themselves was also evident. Removing barriers to learning through skilled interventions ensures that barriers to learning are addressed and removed at the earliest opportunity. The children described St. Cyprian’s as... “a good place to learn where people will support you,” “a good place to make friends where you can trust people”. They also stated that teachers at St. Cyprian’s “do as much as they can to help you, they look after us and love us.”

Assessor:

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd