



11<sup>th</sup> February 2020

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**Assessment Date: 21<sup>st</sup> and 23<sup>rd</sup> January 2020**

## Summary

Sevenoaks Primary School has Inclusion at the heart of all it does! Sevenoaks Primary School is committed to valuing the individuality of the pupils that it works with and works hard to ensure that they support all children to achieve. Through the dedication of the Headteacher, Senior Leadership Team, Staff and Governors, Sevenoaks Primary School succeeds in providing an inclusive learning environment where everyone is helped to succeed.

Visitors are warmly welcomed by all the staff and there is a happy and productive feel to the school. The children enjoy coming to school and value their teachers and teaching assistants. One of the children that I spoke to said: "It's like a family!"

The school team know about the area they serve and believe that every child in the school should have opportunities to learn and feel included. The Senior Leadership Team, SENCO (who is part of the SLT), Staff and Governors, share this aim and work together to ensure that the school is a place where all children achieve, make progress and feel included in the school community.

Sevenoaks Primary School is a large three form entry school with extensive grounds and large accommodation. The school was graded as 'Good' in its last OFSTED inspection and staff have worked hard to develop their systems and practices under the leadership of the Headteacher who has been in the post for just over a year. She is highly regarded by her staff and the Governors for her inclusive leadership and ethos.

The Leadership Team set challenging targets through the School Development Plan, based on the continual evaluation of the learning and progress of all children. The 'Driving Standards Team' ensure that the school's vision and values are used to set targets for development on a regular basis. Sevenoaks Primary School has a clear set of Visions and Values. These permeate through all that they do and support inclusion and wellbeing. They have even utilised them to develop their own PHSE curriculum that closely relates to the needs of their school and community.

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The school is very well resourced, which includes outdoor space, ICT equipment and staff, and these are used to their greatest effect. Sevenoaks Primary School works hard to support its parents and uses a wide variety of ways to communicate with them. This results in the parents being well informed of their children's learning and specific needs.

Staff at the school value learning and are supported to develop themselves through CPD by the Leadership Team and Governors. The school utilises a number of other specialist staff from the Local Authority that support teachers and teaching assistants to assess and provide intervention and support for its pupils, so that they can succeed in their learning. These include the EP service, Specialist Teachers and Speech and Language Therapists.

Governors support the school effectively and are knowledgeable about its strategic plan. They understand their role and use this to drive the progression of the pupils at all levels. The Governors are effective at holding the school to account and understand their role in the development of the school's vision and values as well as the strategic development of the school plan.

The IQM Coordinator/SENCO produced a very comprehensive Self Evaluation Report and also provided a comprehensive selection of documentary evidence to support all elements of the IQM Report. The IQM coordinator is a highly trained and experienced SENDCO and uses this knowledge and experience to effectively drive the provision for children with special educational needs and other vulnerable groups. Along with another trained SENDCO, who works in the early years, they ensure that intervention is in place to support children's development at the earliest stages. They are dedicated to providing an environment where everyone is able to achieve and where progress is a high priority.

I was also able to verify the information contained in the report during my visit through interviews that had been arranged and documentation that linked to the eight elements of the IQM self-evaluation audit. Meetings were organised with the:

- Head teacher
- IQM Coordinator/ SENDCOs
- Deputy Head
- Teaching Assistants
- Governors
- Parents
- Pupils of the School

I was also able to go on a tour of the learning environment and observe specific groups and whole class interventions. I observed an assembly introducing the Mental Health First Aiders, led by the children and a specialist teacher who is passionate about introducing ways to develop the children's wellbeing.

The pupils of Sevenoaks Primary School are a real credit to the school. They speak confidently about their school and what it does to help them. They feel included and valued. They are proud of the school and what it offers them as pupils. As a result of

how pupils are treated at school, they in return, support each other and value the differences they have.

During my observations I was able to see how strategies had been put in place to help all children to make progress in their learning, including those with Special Educational Needs and Disabilities. Classroom displays and resources were used to support learning, and teachers use a variety of teaching methods and strategies. Interventions and planned adult support are used to develop and enhance children's learning, from their individual starting points, and this allows for progress to be made. The school ensures that as much learning takes place in the classrooms as possible and that all children are taught as part of quality first teaching. The school seeks to provide specialist equipment. Additional support is also provided for those who need specific intervention for learning, physical development, speech and language and I.T. skills.

The behaviour in classes was very good and demonstrated good behaviour for learning. The children were engaged in the activities they were doing and understood what they were learning. Children with additional needs are planned for using a number of strategies and interventions, where appropriate. I was able to see a number of high-quality interventions lead by highly trained and effective teaching assistants which included Zones of Regulation, Sensory Circuits and Relax Kids.

I am of the opinion that the school fulfils the requirements and standards required by the Inclusion Quality Mark and it demonstrates an unwavering commitment to and implementation of inclusive practice. They are acutely aware of the developments they want to make and are committed to their future plans that will strengthen their inclusive ethos. I recommend that the school be awarded the Inclusion Quality Mark Centre of Excellence and be reassessed in twelve months' time. It would be good for the school to be invited to IQM Cluster group meetings, which will support their COE status.

**Assessor: Amanda Love**

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



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



## Element 1 - The Inclusion Values and Practice of the School

The IQM Self Evaluation Report is a comprehensive document and I was able to verify the accuracy of the information contained in it during my visit. The school and its staff recognise the importance of developing every child in its care through 'Quality First Teaching', but they also provide additional support and strategies for those with specific individual needs. The schools' values and inclusive practices are shared within the school by all Staff, Governors and Children. They offer a broad and balanced curriculum that is tailored to the children of Sevenoaks Primary School and the surrounding community. The vision and values of the Sevenoaks Primary School have been developed closely with all members of the school's community and this drives the curriculum and wellbeing programme for all pupils in the school.

### Strengths:-

- The school's vision and values lead by the motto of "Building resilience and life-long learning" supports everyone in the school to learn effectively from their starting points and develop an understanding of themselves and those around them. The Values of 'Kindness, Creativity, Team, Perseverance, Love of Learning and Courage permeate throughout the school and are used to support the curriculum and celebrate achievement.
- The children can articulate how the school supports them and how they are helped to succeed by the staff and teaching assistants.
- The school works closely as a team and staff value its family feel. The school values quality CPD sharing staff and expertise.
- Individual difference is valued within the school and success is celebrated through a variety of mechanisms, including school assemblies and values passports.
- The SENCO is very experienced and has a wealth of knowledge that supports the staff in the school. She is well respected by the staff and SLT, who understands her role and what it means for the school and its pupils.
- There are many ways in which support can be accessed by the parents and pupils. Communication between the school and its parents was praised by the parents that I spoke to.
- Behaviour is good both in classrooms and around the school and pupils are polite and friendly to adults and visitors.
- The school quickly identifies barriers to learning and puts in place effective strategies to help the children progress. This includes specialised programmes and support mechanisms such as Relax Kids, Draw and Talk, Zones of Regulation, Nurture Lunch and Breakfast, and time with the therapy dog.



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- Diversity is valued and celebrated in the school and they have a number of staff members who speak a variety of languages. This supports the parents to effectively communicate with them and builds on their inclusive practices.

### Future Plans:-

- The school will continue to develop its sensory room using the funds that it has raised. The school will explore all revenue streams and apply for funding to support specific projects that enhance their practices.
- The 'Relax Kids' programme will be developed so that more children will benefit from this programme.
- Teaching Assistant Champions will be established to lead the number of strategies and interventions to support the variety of needs identified in the school.
- Due to the success of the 'Fresh Start' programme in Year 5 and 6, that addresses reading skills gaps, the school plan to extend this to Year 3 and 4.
- The school will offer training for NQTs in inclusive practice, as well as training for new teaching assistants.



## Element 2 - The Learning Environment, Resources and ICT

The learning environment at Sevenoaks Primary School is set over two floors with the additions of some extra buildings that are used to accommodate EYFS, Year 1, a conference room and a space for Sensory Circuits. They have invested in a variety of equipment and resources to enhance the learning environment and to support interventions. The school is large and has areas where interventions and support programmes can take place. These are well resourced with staff and equipment. The outside environment offers a variety of areas for the children to play in, as well as a Forest School which is led by a trained Forest School lead, who is passionate about teaching all children about the skills and values of the outdoors.

### Strengths:-

- Classrooms, corridors and communal areas are respected by all and are well cared for by the staff and children. There is a real sense of pride in the school.
- All space in the school is used effectively and there is plenty of room for both children and staff to work. Disabled access is key in the school and everyone can access all areas and rooms.
- Classrooms are well organised and resourced to facilitate learning. This includes the effective use of displays and working walls.
- Classrooms are Dyslexia friendly and teaching assistants all have Maths and English packs full of resources to support the children in their classes. The school has also heavily invested in ensuring that there are suitable resources such as Numicon and other Maths manipulatives.
- There have been many strategies/resources implemented that are used in the school to develop learning, wellbeing and behaviour, which include specialised staff and provision. CPD is used effectively to develop staff knowledge and expertise.
- There are a wide variety of ICT resources including an ICT suite, and programmes are available that support learning for all.
- Support staff are knowledgeable and are able to tailor programmes to suit an individual's needs. Specialist staff have been trained to provide interventions such as Mental Health First Aid, Relax Kids, Drawing and Talking and Specialist Speech and Language programmes.
- Forest School is used as part of the curriculum and supports children's learning. A SEN session run on a Tuesday morning is very successful and enjoyed and valued by the children who attend. The children have the opportunity to explore their environment and develop new skills as well as developing their social interaction.



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## Future Plans:-

- New ICT equipment has been purchased and there are plans to buy more hardware to increase capacity and enable greater accessibility.
- Funds have been raised to develop the outside areas and play provision and plans are being made on how to use this.
- A second sensory room is planned and will need to be furnished as it is clear from the impact of the existing sensory room that this is needed.



## Element 3 - Learning Attitudes, Values and Personal Development

During my visit, I was able to go on a tour of the school and observed lessons in progress across all year groups. As well as this I observed a range of different interventions to support learners with a variety of needs. These observations demonstrated that the children had a good attitude to their learning, and that staff were able to lead that learning so that it had the best impact on the pupils.

### Strengths:-

- Sevenoaks Primary School's vision and values are very important and drive their expectations and curriculum. The values of: Kindness, Creativity, Team, Perseverance, Love of Learning and Courage, are supported by the school's vision statement 'Building resilience and lifelong learning.'
- Pupils feel safe in the school and are confident to approach staff for support when they need it. The children that I met were able to confidently talk about their school and the values it has. They appreciated and were proud of their values passports and how it rewarded them for showing the schools values. They also understood how their values linked to their curriculum.
- Classroom behaviour was very good during my learning walks and children were actively engaged in their learning. Children with high levels of need were catered for using a variety of strategies so that they were 'included' in class activities and learning.
- There is a wide range of out of class activities and clubs that are run by the teaching staff after school.
- Pupil and staff wellbeing are prioritized in the school and they have trained and appointed a number of staff members to lead on this. For example, staff have been trained in Mental Health First Aid and are available for children to talk through any issues/worries.

### Future Plans:-

- The school are in the process of rolling out the 'Thrive Approach' which will be used to support social and emotional development. This is linked closely with the school's values and curriculum.
- The school will continue to roll out their resilience and mental health programmes as well as introducing mental health ambassadors and first aiders.



## Element 4 - Learner Progress and the Impact on Learning

The IQM Self Evaluation Report gives extensive and clear evidence of learning progress, which I could verify on my visit. I was able to see how Sevenoaks Primary School is developing learner progress and the impact their work is having on learning.

### Strengths:-

- The Head teacher and her team of senior leaders tracks and analyses the data to ensure that progress is being made. There is a robust system for tracking and analysing data which has been adopted by the school. The deputy head is disseminating this to the teaching staff and the analysis is used by the school's 'Driving Standards Team' to support the school improvement plan and priorities. These are followed by Pupil Progress Meetings to ensure that learning is tailored for the pupils and that intervention is appropriate. They understand what needs to be done to ensure the school moves forward and uses tracking and monitoring to improve standards.
- The school is aware of the areas of attainment and progress that they need to improve and is doing what it can to address any issues.
- Assessments are used across the school to identify needs, which are addressed through interventions and additional provisions. Specialised staff have been trained to carry out specific interventions tailored to a child's needs. For example, Speech and Language Link are used to identify need, and a highly trained teaching assistant delivers specific programmes to support need.
- External support is sought where needed to develop strategies for learners with individual needs, so that progress can be made from each child's starting points.
- Staff are deployed well to meet the needs of the children, with teaching assistants supporting the children where necessary.

### Future Plans:-

- The school will continue to embed and the 'Target Tracker' system for tracking data and analysing progress. Staff are familiarising themselves with its capabilities and how this will show learner progress.
- A new curriculum is being devised and implemented that is reactive to the need of the pupils, local area and local needs.
- The school will roll out 'Fresh start' to Year 3 and 4 as the impact that it has had in Year 5 and 6 has been very positive



## Element 5 - Learning and Teaching (Monitoring)

The Inclusion team at Sevenoaks Primary School works quickly to identify pupils who are having difficulties and addresses these using a number of strategies. They are working tirelessly to improve the outcomes for all of its pupils, in all of their vulnerable groups. The data contained in the Self Evaluation Report showed the accelerated progress that some groups of children are making within the school.

### Strengths:-

- There are high expectations for all pupils and learning and teaching are monitored rigorously to ensure that this is carried out.
- Staff are supported to improve their practice with clear expectations from the SLT. Training is available to support staff for specific needs and to implement specific strategies.
- The progress of pupils is closely evaluated in Pupil Progress Meetings and strategies are planned for support.
- The highly trained and experienced SENDCO has a clear vision for making sure that all pupils make progress, especially those in vulnerable groups. She works closely with the staff team and parents to support the learning of SEND children and those who need extra support.
- Support staff work closely with the teaching team and they work together to enhance learning experiences, social skills and wellbeing, in and out of the classroom.
- Rigorous monitoring by the SLT/Drive Team is carried out and there is a clear triangulation between the monitoring of planning, books and teaching and learning.

### Future Plans:-

- Teaching coaches have been established that will support teachers to develop their practices, including aspects of inclusion, and these coaches will give feedback to staff following drop in and lesson monitoring.
- Subject leaders will review the impact of their curriculums over the coming year and establish the future actions needed to develop each subject area.



## Element 6 - Parents, Carers and Guardians

The parents of the school hold it in high regard and the ones that I spoke to commented on how the school invites them in to discuss concerns and were very positive about how these were dealt with. They praised the school for the support they had received in helping them with their children's needs.

The parents gave me accounts of the support that their children had received and how they had made progress not only in their learning but also in their behaviour, social skills, wellbeing and speech and language.

As a result of this discussion the parents were overwhelmed by how the school had supported each of them and how much talking about this has helped them. They have decided to have a 'coffee morning' where they can discuss what they are going through.

### Strengths:-

- The school encourages parents to talk to staff if they have a concern. They know who they need to speak to if they have a concern regarding their child, and can speak to the SENDCO, or any member of staff about issues or concerns.
- The school also has a number of other lines of communication with parents to share the positive achievements of their children, such as assemblies.
- The parents confirmed that staff were approachable and they felt listened to.
- Parents are supported by the SENDCO and FLO. They are signposted to various outside agencies for specialist support. A member of the office team also supports parents and is a trained DSL. She is also very knowledgeable and supports parents to access information and support agencies.
- The school runs 'Family Learning' sessions that cover a variety of topics and supports parents in understanding what their children are learning at school. Recently the school have put on a parents' session for the intervention 'Relax Kids' which has enabled them to use a shared language with their children and embed the strategies at home.

### Future Plans:-

- The school use surveys to gauge parental opinions and now plan to extend these to finding out how they feel about SEND and Pupil Premium practices in the school.
- Sevenoaks Primary School plan to increase the number of parent training sessions to include other areas of special educational needs, including autism, sensory circuits and 'Zones of Regulation.'



## **Element 7 - Governing Body and Management: External Accountability/Support**

On my visit, I met with two members of the Governing Body, both with responsibility and expertise in SEND, adopted children and pupil premium. They were knowledgeable about the school and the local area. They knew the structures and procedures in place to support school improvement for all children. They were able to verify the evidence contained in the IQM Self Evaluation Report.

### Strengths:-

- The Governors were enthusiastic and committed to Sevenoaks Primary School. They understood their commitment to being a Governor and what this meant for them and the school.
- The Governors knew about the community and the challenges the children faced at school.
- Regular visits are being made by the Governors to monitor all aspects of school life and this includes SEND and other vulnerable groups.
- The School and Governing Body work well as a team and know what must be done to support and challenge.
- Governors regularly receive case studies on how children are doing, especially those with SEND and in the vulnerable groups.
- Governors access CPD to ensure they are up to date with inclusive practices and school procedures.

### Future Plans:-

- Sevenoaks Primary School plan to continue to work with their Governors to ensure that they have a shared understanding of SEND and the systems and procedures that are used in school.



## Element 8 - The School in the Community

Sevenoaks Primary School is situated in Sevenoaks in Kent and lies within easy commuting distance to London. The school takes children from the surrounding area and the children I spoke to said that they came to this school because 'It is good.' The school is building good relationships with the community. The Headteacher, Staff and Governors work hard to support the community in any way they can. It really is a community school at the heart of the community.

### Strengths:-

- The school has built a positive and supportive role in the community and the Headteacher, Staff and Governors work hard to ensure that community groups are supported and that they help their families and children. These include the local food bank, Crisis and the local refuge.
- There is a real community spirit among the parents of the school. They support each other and those in need.
- Sevenoaks Primary School uses all available links with the community to support the curriculum and enhance learning. They have also built effective links with other schools in the area and have used this collaboration to access lessons in Latin for the Gifted and Talented children and special outreach boxes of resources to support the curriculum.
- The school actively supports employing those in the community with specific needs or helping parents with job roles that supports them and their children.
- The school has developed their own food bank due to the escalating needs of the school community and the local Waitrose has agreed to support with this.

### Future Plans:-

- The school will continue to be a trial school for the local 'Bat and Ball Education Centre' as well as taking part in a Fine Motor Trial that is taking place in schools throughout Kent,
- The school is actively seeking opportunities to support other schools with inclusive practice and are willing to share their good practice with specific projects and interventions.