



Inclusion Quality Mark (UK) Ltd

14th June 2017

Mr Stewart Humphreys
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Brettenham Road
Edmonton
London N18 2ET

Date of Assessment: 23rd and 24th May 2017

Summary

As an assessor for the Inclusion Quality Mark, I spent a very enjoyable two days at Brettenham Primary School. This was my first visit to the school and from the very start I felt there was a warm and caring atmosphere. When one teacher said to me: “We do use the words ‘different’ and ‘unique’ because we celebrate, we look at those differences, cater for those differences, and embrace them”, I could see that my first impression had not been wrong.

Brettenham Primary School is a highly inclusive educational environment within a socially mixed area of the London Borough of Enfield. It is the only school in its local authority, currently holding the UNICEF Rights Respecting School Award at Level 2 and this is quite rightly something that both pupils and teachers are very proud of. The human rights and inclusive ethos is immediately obvious the moment one begins to speak to the children, teaching body and senior leaders. The rights-respecting ethos is stated by UNICEF as being one where the organisation “works with schools in the UK to create safe and inspiring places to learn, where children are respected, their talents are nurtured and they are able to thrive”. The Brettenham Head Teacher explains that the ethos is nothing to do with a separate curriculum, but that it “follows on from our own inclusive ethos, and is just built into what we do”. The student body has a number of Ambassadors, children who have the opportunity to lead their peers in fund-raising and other activities relating to human rights. On the day of her 2017 assessment, the IQM Assessor was privileged to spend time with a group of Ambassadors who were clear that their mission is to “help children who don’t have things that we have; food, water, a roof over their heads. We are helping them to stay alive”. These Ambassadors were representative of the rich spread of Brettenham families. All were born in the UK, but each spoke between two and five languages and represented cultures as diverse as those from Bangladesh, France, Somalia and Russia. As the Chair of the Governing Body stated: “What I like about this school, is that it’s a world school, in every way, including the staff”.

At Brettenham Primary, the senior leaders, teachers and assistants are committed to ensuring that the needs of children and families are addressed, so that each and every pupil has an equal opportunity to make their individual potential in terms of academic

achievement and social development. There is a firm belief that a 'creative curriculum' is most likely to engage the largest number of children and school trips to the cinema, sports events and other activities open the children's eyes to the host of available possibilities.

One learning support assistant told me, "We had the lovely opportunity to be trained in Makaton signing and Colourful Semantics". These particular interventions are used to support the needs of children with language delay and the school also provides or buys in interventions related to other specific areas of learning, emotional or social difficulties. The leadership team and staff body of Brettenham Primary School see the relationship between school and home as paramount and they are committed to the inclusion of parents and carers in a shared responsibility for a child's educational progress. "From the age of three my daughter has been in good hands ... I think they are *fantastic* ... The amount of support we have had is *fantastic!*"

As an IQM assessor, I really enjoyed my visit to Brettenham Primary School. I am grateful to everyone who came to speak to me during my visit and especially to Andrea Lewis-Kennedy who co-ordinated my visit and who chaperoned me around the school building and site with such care. It is impossible to include a comment about every area observed and every intervention discussed, but I hope that the children, parents and professionals I met during my visit, will understand that each of them contributed to a very positive IQM assessment outcome.

There are no areas requiring development before the Inclusion Quality Mark can be awarded, however within the body of this report some simple suggestions have been made for one or two interesting resources that the school might like to consider.

I am of the opinion, that Brettenham Primary School fully meets the standard required by the Inclusion Quality Mark and that it should be awarded the Mark and assessed again in three years' time.

Assessor: Sue Rush

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

Brettenham Primary School is very welcoming and there are obvious high levels of communication between school and visiting professionals, parents and children and visitors are made to feel that everyone is pleased to see them. Office staff manage telephone calls and visitors in a very pleasant way indeed and so the inclusive nature of the school is clearly visible from the moment one enters the school. It is obvious that children feel relaxed at school and they approach Brettenham professionals without any level of concern.

Brettenham Primary is a school with a well organised Nurture Group. There is no misunderstanding about the need for some children to be given special attention *outside* of the classroom for a period of time. Some children need a different environment for a while and only through this type of provision will they be able to learn how to be included into the adult world. On the day of the IQM assessment the children of the Nurture Group were developing empathy for babies through role play with dolls. They were learning to wait in the 'Doctor's' surgery and were taking turns to ask him to help them with their ill baby.

Areas of Strength:-

- The fact that inclusion as a philosophy is considered to be an important part of the school ethos, is reflected in the pride demonstrated in terms of the UNICEF Rights Respecting Award, held at Level 2.
- Families with differences in culture, belief and faiths are very much welcomed at Brettenham Primary School. Throughout the school there are examples of books and other resources that reflect the diversity of the school roll.
- At Brettenham Primary School there are pupils with a broad range of social, physical, language and learning needs and there are a large number of interventions implemented and monitored to enable children to make progress, whatever their level of skill: "This child is very capable, so her work is very differentiated. Sometimes she works with others as a 'lead learner'.
- Almost one quarter of the children at Brettenham have special educational needs or disabilities, well over 95% of families are from ethnic minority groups and approximately three quarters speak English as an additional language.

Areas for Development:-

- In terms of inclusion values and practice, the school already has development planning in place regarding the dissemination to parents and other schools/ agencies, regarding the ethos of inclusivity, human rights and spiritual, moral, social and cultural development. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded.



Element 2 – The Learning Environment, Resources and ICT

The Brettenham Primary School buildings were originally Victorian and many lovely features remain, including the glorious staff room. Nevertheless, there has been a substantial amount of re-modernisation and restructuring throughout the years, providing a variety of adaptable teaching spaces that service the modern curriculum very well indeed.

Inside the décor makes for a light and bright atmosphere and outside the spaces have been used in creative ways to form an open-air environment for both learning and play.

The school buildings and outdoor areas are all well maintained. The re-developed spaces have been creatively designed to fit in with the older Victorian building. As far as is possible the Brettenham school building is compliant with disability and equality legislation.

Areas of Strength:-

- School displays are well mounted and resources are well chosen and well looked after. Every classroom and most teaching spaces have additional ICT hardware and interactive whiteboards etc. Everything feels and looks like a learning environment designed to attract and capture the interest and imagination of the child.
- Resources are varied and reflect the cultural and faith groups from which Brettenham families originate.

Areas for Development:-

- In terms of the learning environment, resources and ICT the school already has development planning in place regarding the development and use of Makaton training in the Early Years Foundation Stage, the development and use of the Purple Mash ICT programme, the re-development of a Sensory Garden and the development of a sensory room. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following suggestions may be of interest:
- Magic Breakfast is a charity providing free breakfasts to more than 22,000 children each school day and its own research has found a strong link between eating breakfast and educational attainment. A school application for breakfast support may not be immediately successful, as the charity may have to raise the necessary number of new donations. As soon as possible, a school is contacted with an offer of free breakfast foods, delivered to the door. Looking at the charity website it is possible that the supplies may be fairly 'white flour heavy' and lacking in first class protein, nevertheless Magic Breakfast might be worth looking into. (www.magicbreakfast.com).



Element 3 – Learner Attitudes, Values and Personal Development

At Brettenham Primary School, the behaviour of pupils is very mature indeed, both in and around the school building. The group of Ambassadors who met the IQM assessor were impressively forthright regarding their role: “The people from our classrooms voted for the most responsible people – We represent them. We have meetings every Wednesday. We think that it’s one thing to raise money for charity, but another thing to *understand* the cause”.

Areas of Strength:-

- Children are relaxed around their teaching and support staff and have no hesitation in asking questions, with an expectation that they will be answered. The IQM assessor observed young people with a really secure understanding of the school marking policy. They could see the responsibilities their teachers have in order to facilitate their learning, but also the responsibilities that they themselves have to take on board to avail of the opportunities offered to them.
- At Brettenham Primary there are clear policies and procedures relating to bullying, as part of the safeguarding ethos. Brettenham children are encouraged to be self-determined and thoughtful and to have and express opinions in socially acceptable ways.
- The development of independence is seen to be very important at Brettenham. One young man was able to explain the impact of his medical condition very clearly: “I have Diabetes and I have a pump. I have to use it before I eat ... I’m different, but I’m special”.
- There is a celebratory culture that supports all children’s achievements and this helps to motivate them to succeed academically. The school aims to provide education on a number of different levels and to inspire the children to aspire. The Deputy Head Teacher is also the Curriculum Lead: “Our curriculum is broad and balanced and *very* rich. It prepares our children to be life-long learners. We give them soft skills that enable them to be successful in the future ... We encourage our teachers to ‘think big’ and bring the curriculum to life”. Older children were remarkably forthcoming about their plans for adult life: “I would like to be a lawyer, a doctor or an author ... I’d like to do art or politics ... I want to be an Olympic gymnast or a chef”.
- In terms of learning attitudes, values and personal development, the school already has development planning in place regarding the continuation of their work as a Rights Respecting Level 2 school. They plan to extend this further through the Global Learning Programme, to ensure that the children have a greater awareness of global issues.

Areas for Development:-

There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.



Element 4 – Learner Progress and the Impact on Learning

At Brettenham Primary School the staff and senior leaders are proud of the progress made by all pupils, but especially proud of progress made by their most vulnerable groups, where focused interventions produce intended outcomes.

At Brettenham Primary School learners who are vulnerable to failure are identified as soon as possible and interventions are put in place with outcomes monitored regularly. Nevertheless, Brettenham professionals know that there are valuable lessons to be learned in other less formal ways and that these lessons too will support children to make academic progress: “How can we make the curriculum exciting and meet the needs? We’re really encouraging the speaking and listening side of things. We went to a showcase at the local cinema and some children told us that they’d never seen a film in a cinema before ... Before Christmas we had an ice-rink in the school playground, with fake snow ... Rainbow Room have turned their classroom into a rain forest”.

Areas of Strength:-

- Brettenham teachers develop lesson plans that allow for the differing needs of identified individuals and groups. Additional interventions are reviewed regularly in order to ensure all are being catered for, including those children who may be identified as having the potential to achieve at high levels. Teachers and their assistants consider different teaching styles to reflect the differing learning styles of individual children. The Head Teacher is happy to be able to say that “the children’s voice is steering the curriculum.”
- Continuing professional development (CPD) for staff members is seen as being a major contributory factor in child-learner progress at Brettenham Primary. The idea is that focused CPD enables teachers and support staff to think about their interactions with pupils in pro-active rather than re-active ways: “We want our children to be creative so we want our teachers to be creative too ... We don’t believe in schemes. It’s a very skills-based curriculum”.
- In terms of learning progress and the impact on learning, the school already has development planning in place regarding the development of the role of teaching assistants and the full implementation of their “fast feedback” style of marking.

Areas for Development:-

There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.



Element 5 – Learning and Teaching (Monitoring)

At Brettenham Primary School, the initial aim is that quality-first lessons are planned and delivered by quality-first teaching staff and a range of interventions provide for those children who need something different or additional, because of our creative curriculum we make the *whole* curriculum as exciting as possible ... Our creative curriculum includes *all* children ... Then we target the children who *need* targeting”.

Brettenham pupils respond with enthusiasm to creative learning opportunities: “We try to provide as many creative activities as possible. They are there for all our children, regardless of whether they have money or not. We have a large out-of-school-hours programme with at least twenty-five different clubs, it’s open for them to come along and *enjoy* the experience”.

Areas of Strength:-

- Careful consideration is given to the allocation of staff, including ancillary, support and lunchtime staff. Individual lunchtime support is considered to be important for some children and for some groups and social needs are seen as having the same level of importance as academic needs.
- Brettenham’s children are encouraged to think for themselves and have an understanding at their own levels of how they can help to make positive changes in terms of safety, nutrition, health etc. Listening to the child’s voice is seen as the most important thing.

Areas for Development:-

- In terms of learning and teaching the school already has development planning in place regarding speaking and listening, reading for pleasure and deepening the understanding of maths. These areas will be addressed through staff training sessions, parent workshops and partnerships with other schools.
- There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following suggestions may be of interest:
 - The London Academy for Music and Dramatic Arts (LAMDA) has graded individual and group examinations from the early years in various practical disciplines of oral communication, public speaking and performance, which can be used to support the development of confidence and self-esteem, also reading aloud for adults who work with children. The basic level of LAMDA assessment consists of talking about a favourite object to a LAMDA assessor whilst supported by a ‘friendly adult’. Feedback is given and certificates awarded within an atmosphere of celebration of individual achievement. In teenage years high-level LAMDA grades equate to a GCSE certification and young people and adults are able to work toward the LAMDA Teacher’s Certificate.



IQM Self-Evaluation Report



- The Brilliant Club (www.thebrilliantclub.org) is a non-profit organisation that describes itself as existing 'to widen access to top universities for outstanding pupils from non-selective state schools'. The organisation places doctoral and post-doctoral researchers in non-selective primary and secondary state schools and sixth form colleges serving low participation communities, delivering programmes to small groups of outstanding pupils and developing aspirations.



Element 6 – Parents, Carers and Guardians

After a few minutes of conversation with parents it is easy to see that families and carers are very much welcomed into the school and that they have warm relationships with staff, even when there are difficult things to be discussed: “I wouldn’t change a thing. When we moved house I said that I wouldn’t move school ... The staff are all wonderful, including the caretaker ... When I felt bad I came in to see the Inclusion Manager, she helped me and calmed me down”.

Family members are invited to and take up opportunities to contribute to decision-making processes. There are a variety of academic, creative and arts events during the school year and Brettenham pupils are proud to welcome their parents, grandparents and siblings into school on those days.

Areas of Strength:-

- During her assessment, the IQM assessor was grateful to parents who were able to come to meet her. One parent was so happy to be able to talk about the extra efforts made by school staff so that she can be included: “They have sessions where all the parents dealing with the same situation can have a coffee morning together. I work on Mondays and Tuesdays, so they don’t choose those days”.
- Supportive staff really understand that children find it difficult to study effectively where families are suffering hardship or other difficulties. Helpful links can be made with outside agencies and a number of families have been supported in this way.
- Professionals at this school see the work they do with appreciative parents as being part of their teaching role. They understand clearly that children progress best when all areas of their life are stable and when all adults are thinking in the same ways. The provision of different types of learning opportunity for parents is seen as an important thing: “A Zumba class really is a way to bring parents into school, the community too”.
- There are Parent Representatives in each class and they work together to fund raise and organise such things as the Cultural Fair. The Ambassadors are involved in writing a Parent’s Charter and an explanatory leaflet.
- Other parents join classes provided by the school, often in partnership with Barnet and Southgate College. There are sessions for particular communities, or about specific subjects such as FGM, maths, English, art, parenting skills etc. There are modest Zumba classes for women only and sessions that might appeal to fathers, uncles, brothers or grandfathers. It’s all about empowering them so that they are less dependent”.

Areas for Development:-

In terms of parents, carers and guardians the school already has development planning in place regarding the continued development of parent and carer involvement, via various initiatives, including parental volunteering in school. There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.



Element 7 – Governing Body and Management

At Brettenham Primary School the senior leaders and staff members have positive relationships with local authority officers, health authority and other external agencies.

Areas of Strength:-

- The IQM assessor was able to meet with members of the Governing Body during her assessment visit and is grateful to them for giving up their time on the day. The Chair is a really strong advocate for the ethos of inclusivity in his school. He sees his role as being very much one of a facilitator and is happy to spend a significant amount of time in school: “It’s not a question of ‘we can’t do it’, it’s ‘how can we make things happen’ ... We have an economically deprived catchment area, but we have ex-pupils who represent England in sport and they come to do Assemblies for us ... One of the strengths of the school is a mixed staff room ... and we have an interesting representation in the Governing Body”.
- The head teacher generously acknowledges the skills and dedication of his staff: “Many of our teachers are outstanding teachers ... Teachers become teachers because they want to make a difference “. Similarly, staff members are appreciative of their Head, describing him as “very supportive ... He’s all about *your* development as well as that of the children. The philosophy here is ‘grow your own“. Parents feel comfortable when they need to ask to see the Head Teacher.

Areas for Development:-

- In terms of the governing body, management, external accountability and support, the school already has development planning in place regarding the recruitment and training of additional governors with the skill sets to enhance the knowledge and practice at school and challenge the leadership team further where necessary.
- There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded and there are no additional suggestions for future development.



Element 8 – The School in the Community

Brettenham Primary School regularly offers activities to bring families and perhaps the extended community into school. This includes workshops designed to support families in the education of their children, but also both formal and informal conversations with the head teacher or other staff members, that may enable them to suggest agencies providing family support.

Areas of Strength:-

- Fifteen partner schools from three boroughs come to Brettenham Primary for training in valuing global experience: “This teaches that no matter what your experiences, you are valuable.” After a lesson about the diminishing rainforest a child with learning difficulties was able to ask, “If they cut down the trees, then where do the birds live?” Teachers are pleased with educational outcomes in addition to social outcomes: “A lot of it is about speaking and listening – It brings things to a different level and encourages critical thinking.”
- Educational and social events are attended by parents, families and other people from the locality, some of whom are also staff members and governors.
- The school uses local resources and class trips go out into the wider community to support the curriculum and also the development of independence for the individual child.

Areas for Development:-

In terms of the school in the community, the school already has development planning in place regarding training and coaching in order to support other schools in their own teaching of global issues.

There is nothing additional that must be put in place before the Inclusion Quality Mark can be awarded, however the following suggestions may be of interest:-

- Several years ago, some schools followed ‘ASSET’ OCR-accredited modular courses in many home-languages (speaking, listening, reading and/or writing), with both pupils and their families. These courses were particularly useful for celebrating the skills of children and adults recently arrived in the UK, allowing parents to model excellent learning behaviour for their children. Unfortunately, the full range of ASSET courses is no longer available. Instead the website (<http://www.ocr.org.uk/qualifications/by-type/asset-languages/>) contains a downloadable document (Asset Languages Alternative Qualifications) with a list of other bodies, providing similar training in a large range of community languages. This is not as convenient as it was when everything was managed by the same body, but it is still extremely useful and it might be interesting to consider whether parents and children could study their home languages together at Brettenham Primary School, possibly taught by members of the community.



IQM Self-Evaluation Report



- Mathletics (www.mathletics.co.uk) is a UK-based online mathematics games website, advertised as being 'used by more than 10,000 schools world-wide' and as covering 'all UK national curricula from KS 1-5, including the curricula for excellence'. On a weekly basis, pupils can pit their mathematical wits against other successful children in the UK and in countries as diverse as Saudi Arabia and Australia.