



Inclusion Quality Mark (UK) Ltd

28th November 2014

Mrs Filiz Scott
Head teacher
The Cathedral School of St Saviour & St Mary Overy
Redcross Way
London
SE1 1HG

Assessment Date: 21st November 2014

Summary

The Cathedral School is a Church of England, inclusive primary school serving an inner city community near London Bridge in the borough of Southwark. The catchment area is very diverse in terms of ethnicity and languages and also socio-economically and, as a result, children have a broad range of abilities and levels of development on entry. The school is very much a part of the community it serves and its motto, "Life in all its fullness" reflects the inclusive, family atmosphere of the school. There are currently 235 pupils on roll from Nursery to year 6. The school is above the 80th percentile for pupils with EAL and also for the percentage of pupils from ethnic minority groups. There are pupils from Asian, Caribbean, African, Eastern European as well as white British backgrounds and there are around 40 languages spoken by pupils. Approximately 12% of pupils are eligible for FSM and almost 24% qualify for pupil premium. Around 10% of pupils have SEND, with 16 pupils on SA+ and one pupil with a statement. Despite the varied starting points, attainment at the end of KS1 and 2 is consistently outstanding and the school is one of the highest achieving state primary schools in the country. Attendance is also exceptional and for the last two years rates have been over 96.5%.

The positive, family ethos of the school is immediately evident as children arrive happily and are greeted outside the school by the head teacher and other senior staff. It is further revealed during the Friday assembly, which is organised and led, with calm self-confidence, by year 6 pupils. All pupils' behaviour is impeccable and the caring, supportive lead from older pupils further emphasizes the strong sense of a big family atmosphere. The head teacher sets the tone for this supportive ethos and it is lived and breathed by the staff and pupils. The school's excellent website further explains the school's values. The central focus is on the children, for whom the school has very high ambitions and they are encouraged to do their best in everything they do.

The head teacher and the senior team are 'very hands on' and approachable and are highly respected by staff and pupils with the result that everyone works hard to achieve the best possible outcomes for pupils. The SENCO works in a purposeful and strategic way to ensure that all learners' needs are met and that the school provides a wide range of different types of support, which is targeted carefully at individual learners. As a result all pupils are challenged and supported and there is no achievement gap between those on pupil premium and other pupils.

Teaching and support staff in the school work extremely hard and strive to do their very best for all pupils. They spend a lot of time in planning thoroughly to meet their pupils' individual needs and in the detailed marking of pupils' work. Staff are positive and energetic and are fully committed to the pupils and to the school. They speak very highly of inclusive practices in the school. They share the common values, and they feel they have excellent support and resources to enable them to do their work.

Staff are encouraged and enabled to develop their skills through a range of CPD opportunities and regular staff meetings have a strong focus on teaching and learning. Lessons are interesting and challenging and there are many imaginative and exciting activities planned for pupils.

There is excellent support for pupils with special educational needs and the SENCO provides advice and resources to help teachers and teaching assistants to meet the diverse range of pupil needs. There are booster groups that pupils can opt in to according to their needs, as well as pre-teaching of topics in small groups for pupils who need extra help. A small group of pupils with SEN are taught for part of the week outside of the mainstream class to give extra support on Literacy and Maths.

Pupils are very calm, happy, articulate, positive and self-confident and behave very well around the school, in their lessons and in the playground. They speak very highly of their school and its staff, for whom they have great respect and they know that they are listened to. They are very strong in terms of their awareness of the rights of the child and this is a core focus of the work of the school. The pupil council is an important forum in the school and pupils are able to explain with enthusiasm the many different ways in which they influence the life and work of the school. There are many responsibilities for pupils and they enjoy their roles as school captains, eco monitors, digital leaders and rights' champions. It comes across from all pupils spoken to that they love finding ways of helping each other and the numbers of pupils taking up monitor roles with pride is a sign of the school's success in this area. "Like the school motto, we really do live life to the full", explained one pupil, while another commented, "Teachers teach you very well and help you a lot and they really care for you."

Pupils achieve extremely well at the school and the school works very hard to ensure they are continually improving. Progress is rigorously monitored half termly and individual targets are set for all pupils. A bespoke, thorough tracking system ensures that pupils who are not progressing are targeted for a range of different interventions according to need. There are weekly celebration assemblies where rewards involve the whole school in celebrating together through various agreed actions.

All staff, parents, governors and pupils spoken to were extremely positive about the school's work and there is a very genuine sense of team effort, of mutual support, of listening and of including everyone, whether they are adults or children. The school has fostered excellent relationships with parents and it finds many ways to communicate with them and to involve them in the life of the school. Parents are very positive about the school and speak very highly of the staff and the excellent communication they have with them. They mention the excellent transition arrangements and the support for children with SEN. Parents are also actively involved in the Parent Forum, which supports the work of the school in a variety of ways, including fundraising activities and volunteering in the classroom.

The role of the school in the community is also excellent and pupils make a very positive contribution to it, thus enhancing the school's reputation in the local area. The school works closely and positively with the local authority, especially on issues concerning special educational needs and the SENCO works for one day per week for the LA, developing a SEN hub and ensuring that all schools are aware of the requirements of the new SEND code of practice. The school also supports a local school which requires improvement as well as with a local hub of schools to share ideas and good practice.

The governing body is also fully committed to the school's vision and they play a very positive, active and supportive role in the school. They are aware of all aspects of the inclusion agenda and are active participants in the school's efforts to include and to care for all pupils. Governors explained how they work very positively with the school to provide challenge and support and how the varied skills of governors are put to good use in the school. All governors are assigned to different classes and/or subjects, which they visit half termly and they stay with these classes as they move up the school, thus ensuring very good on-going links with staff and pupils.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school considers becoming a Centre of Excellence for the IQM so that its excellent work on inclusion can be shared with other schools.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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