

2<sup>nd</sup> August 2018



Mrs Stephanie Edmonds  
Headteacher  
The Minster Nursery and Infant School  
Warrington Road  
Croydon  
CR0 4BH

**Assessment Date: 13<sup>th</sup> July 2018**

## Summary

The Minster is a four-form entry nursery and infant school. The pupils are fortunate to belong to such an inclusive school. They are happy children who are respected and valued. They are strongly supported in all areas of the curriculum by passionate and dedicated staff led by a Headteacher who has a clear vision for ensuring that The Minster offers the best possible education. She is ably supported by a strong team of senior leaders who share her determination that all stakeholders should be listened to and that all children can and will succeed, regardless of any barriers. The Inclusion Leader shares an inclusive ethos which pervades throughout the school.

The staff have made a warm, friendly and welcoming place. Everybody has a clear sense of purpose. The children have confidence in their teachers and support staff and know their needs will be met. They feel inspired in their learning by the highly imaginative teaching.

Visitors who enter the school are warmly welcomed by the office team and the smiles continue through the school from all the staff and children. There is a sense of safety and calm.

The school was last inspected by Ofsted in May 2008 followed by an interim letter in January 2011 which judged the school as outstanding. Since then the school has continued to aim for high standards. The school wants to continue to improve. An attendance officer works hard to ensure that attendance does not become an issue.

The Leadership team work hard to ensure that children and staff respect each other and the behaviour of the children is a strength of the school. The Christian ethos underpins the core values of the school and the Fruits of the Spirit are displayed in the hall to remind children of these values.

The classrooms are well organised and the displays celebrate the children's work. The working walls support the children's learning. Children know what to do if they are stuck. The teachers plan their lessons carefully considering their children's needs and desires. Each lesson has a clear learning challenge with success criteria.

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Support staff are well trained and make a valuable contribution in class or provide interventions for individuals and groups where necessary. There are high levels of analysis and the tracking of pupils is rigorous. Governors monitor the process and understand that they are critical friends to the school. They share the vision that The Minster's journey must continue to improve and will do so if they continue to fulfil their role by providing support and challenge. The deputy head is currently supporting a school in Special measures in Redhill.

Parents feel that they are listened to and the school has fostered a real partnership ensuring both parties share the process of educating their children. Parents commented that communication between home and school is very good. If parents have a concern they are confident that staff will take them seriously and act immediately. They said that their children are making good progress and they appreciate the support given by the very approachable staff. They know that their children are happy and safe here.

The school is well supported by its Governing Body who know that their role is to ask intelligent questions and challenge the leadership to continue to improve. It recognises that the local circumstances and proposals could be a threat to the current status of The Minster but they will continue to ensure that the focus on standards is not dropped.

Children who have certain needs are very well supported by the school and parents highly praised the school's practice. The staff work tirelessly to ensure their needs are met and the families feel reassured. The professionalism of the staff is highly valued and appreciated by the community who feel that children are fully supported in accessing all that the school has to offer.

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 Minster Nursery and Infants School be awarded the IQM award and be reassessed in three years' time.

**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

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

### Strengths:-

- Inclusion is embedded into the fabric of The Minster; 'We are all different woven together as a school family creating something beautiful'. It underpins everything that the school does which is based on its Christian ethos. If children come in disadvantaged or have SEN the school tries its best for that child to reach their potential. The aim is, when a child reaches the age of sixteen they have plenty of opportunities so they can live a fulfilled life. The culture is purposeful and empathetic and has an unconditional regard for all its children.
- Everybody has a right to be in The Minster. It believes that people should be met with a non-judgemental approach; 'there is no love in fear and no fear in love'. The school bears no grudges with anybody. The SLT believes that all children will succeed no matter their socio-economic background. The staff work hard to be inclusive especially towards their hard-to-reach families and the disadvantaged, 'if we don't do it, we're robbing them'.
- The school provides lots of support for those with extra needs. The Ducklings meet every day. This provision nurtures those who need a smaller group to help them thrive. The staff are very thoughtful about who should receive this support and how much time they should be given. The aim is to successfully reintegrate them back into their own class as soon as possible.
- The Head has created a solutions focused culture. Staff are allowed to make mistakes and are given the freedom and wisdom to reflect and possibly change their minds.
- Staff are thanked and acknowledged at the Friday briefing. A written paper is supplied informing staff of what is happening and communications are seen as good.
- The induction process for new families is thorough. The needs of new children are quickly assessed and the most suitable provision is provided immediately the child enters the school.
- Towards the end of the school year teachers meet their new children. Extra time is provided for those who need it. Staff meet the Year 3 teachers and Year 2 visit the Junior School to watch their Year 6 end of term production.
- Induction for NQTs is bespoke to the needs of the individual. The school has a Teach First teacher who received high quality support from a mentor.
- Safeguarding procedures are secure and the school acts promptly if a child's welfare is endangered. A form is taken directly to the Family Liaison Officer, headteacher or deputy, where a decision will be made. There are flow charts around the school to assist staff if they have a safeguarding concern.



- The Christian ethos of how people should relate to each other is modelled to the children by all the staff.
- The childrens' behaviour is good. The Power of One is used to remind everybody of their responsibilities. Children have several choices at lunchtimes where Premier Sports offer several clubs.
- Staff are highly skilled in identifying when a child needs extra support. This is addressed immediately not allowing the child to fall behind. The Minster uses the Sims tracking system and carefully monitors children's progress. Carefully planned interventions are put in place for those in need.
- Childrens' achievements are celebrated in Friday assemblies. A Good Work Book is kept in the Head's office and children feel very proud if their work is displayed here. They are given gold stickers on which the words, 'Mrs Edmonds thinks I am a star', are written.
- CPD is planned to depend on the need or career stage of staff. It is linked to the SDP. Some is bespoke and provided in-house and some bought in. The school has used SYCOL (a business partnership specialising in high performance culture) to help the SLT articulate its vision – the True Minster Standard; 'Everything we do must match up to the school's vision'. Staff ask, 'Will it raise standards? Is it enjoyable? Is it simple? Is it rewarding? Does it add value? Does it reflect our core values? Is it smart? Is it beneficial to individuals and the organisation? Staff have this printed on the back of their fobs on their lanyards.
- The Headteacher believes that her most important role is to keep children safe and to uphold standards. She used to believe it was teaching and learning but now feels 'that is no good if a child's life is falling apart'.
- The progress of Pupil Premium children is tracked closely every month. There is a black dot on children's books so staff and governors can quickly identify those particular children. The Pupil Premium Impact Statement is clearly displayed on the school's website.

### Area for development:-

- Develop links with Stonewall to help the children and parents deepen their understanding of LGBT issues.

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

### Strengths:-

- The school environment is bright and attractive. It uses Gemba (a Japanese word for preserving a crime scene) to ensure the environment is kept clean and tidy. Children are encouraged to wear their Gemba goggles to see what the environment actually looks like.
- The Minster Lights, the school's ambassadors, sometimes join in learning walks. There is a range of IT equipment throughout the school. Each class has six iPads; there are touch screen televisions and Bee Bots to support the childrens' learning.
- The resources throughout the school are used sensibly and are well maintained and easily accessible for all the children. There is a range of SEND equipment to support the needs of certain children including fidget cushions, writing wedges and software.
- The deployment of staff is carefully considered. TAs are mostly attached to a class but some support individual children who have certain needs. TAs are highly effective and have up-to-date training. Because of their experience and knowledge, they are able to help address the needs of certain children efficiently and effectively.
- Communication within the school and between the school and the parents is a great strength. Parents recognise that all staff are accessible and are able to discuss issues in open or in confidence depending on the circumstances.
- The children are provided with positive images to help raise their self-esteem. A display of Learning Powers is in every class recognising them for what they are good at. Staff feel that all children can be experts. Each class has a map of the world indicating from where the children come, recognising and celebrating diversity. Some of the signs are in Portuguese, Twi or Polish as these are the most common foreign languages spoken.
- The nursery and infants school is attached to the junior school which has a lift. Presently there is no-one who needs physical help up the stairs where the year 2 classes are housed. There is a ramp at the rear of the building for access to the ground floor. The SENCo ensures that software is purchased to support certain children e.g. Lucid to help with sequential memory and understanding.

### Areas for development:-

- To reorganise the storage of resources making them more easily accessible.



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

### Strengths:-

- There is a clear understanding of the Behaviour Policy. Children know the Fruits of the Spirit; self-control, peace, kindness, gentleness, love, forbearance, forgiveness, joy and patience and they know what most of them mean. They know what to do and who to speak to if they are unhappy.
- The new reception children will be integrated into the main playground more slowly in the next academic year to help them feel more comfortable. Staff will judge when the time is right according to the needs of the children.
- Pupils feel that they should be respectful towards their elders, parents, siblings, God and to each other no matter what their skin colour, personality or appearance. One child said that, 'it is Karma if we are kind to others, they will be kind to us'.
- Pupils know how to improve their learning by asking their talk partner or carpet friend. They know they can put up their hand to ask for help and they knew about 'three before me'. They know how they can improve their own learning by practicing more, by learning at home, using the internet or to look up things in books.
- Children understand that they are responsible for certain areas of their own development. Some have certain responsibilities in class and at home e.g. helping to tidy the classroom, looking after the reflection area and looking after their younger siblings. They know how to keep themselves clean and tidy and to eat healthy food. The Minster Lights show other people how to behave and welcome visitors and tell them about their school.
- Children understand that if they have not made the right choice they will receive a warning and eventually they may have to go to another class for a short time to reflect on their behaviour. At this stage the parent will be informed. Each class has their own Behaviour Agreement so the children can see it visually represented. If the whole class behaves well their 'bird' (the name of which is their class) will be moved up the ladder and if it reaches the top, they will receive Golden Time on Friday.
- There are a range of clubs for the children to attend at lunchtime and after school; gymnastics, football, Whiz Kids; Zumba and cheerleading.

### Areas for development:-

- To think about extending the transition process at the end of the year to allay childrens' concerns about moving to their next class.
- To introduce a house point system to reward positive behaviour, good learning and general achievements.

#### **Element 4 - Learner Progress and Impact on Learning.**

##### Strengths:-

- All children are monitored closely using a bespoke system within the Sims tracking tool. The children receiving interventions are measured before and after e.g. Talk Boost, which is an eight-week intervention, shows that it has a very positive impact. The school keeps case studies of certain children who may not have made the desired progress explaining the reasons e.g. that there is domestic violence or the child has moved schools or has complex needs etc.
- Teachers pre-assess before planning the work. They are well skilled at ensuring the work is suitably matched for the children to make good progress. There are a variety of catch-up programmes the school uses to help children. The Ruth Miskin Read Write Inc system has been introduced to help with the children's literacy and "No problem" has been introduced to help the children with their maths. This has an in-built catch up programme so no child should be left behind.
- The school believes that the children should be taken on trips to widen their horizons. They went to the Wallace Collection using London Transport and there is a lovely display depicting their work.
- Although there is a variety of teaching styles consistency of approach is determined through CPD. There is a weekly focus which is either delivered in-house or bought in. All staff go on learning walks. There are coaching programmes and teachers sometimes work alongside each other or team teach.
- Each class has Learning Challenges 'to achieve this, we need to do this'. Children are involved in their own planning through Pupil Voice, 'What would make your learning even better'? TAs pre-teach groups and use quality questioning (Blooms Taxonomy). They are involved in whole school training as they are an integral part of the school. They go into other schools to see best practice. They are part of the moderating cycle and assist in monitoring standards.
- Assessment is thoroughly embedded throughout the school. The nursery do their own baseline and do a termly data drop to ensure children are making good progress. Each year group assessment is moderated internally and with local schools. Core subjects are assessed each half term and the progress of children is discussed at pupil progress meetings. Children working at greater depth are encouraged to undertake Dive Deeper Challenges where they will be asked to explain their answers.
- The Provision Map is shared by all staff and relevant parents.
- Feedback makes a positive contribution to their learning. Marking is against the Learning Challenge. If they see a green pen they edit their work; 'V' means that they have received verbal feedback and they will be given their next steps.



## IQM Assessment Report



- Phonics is taught throughout the school but in Year 2 only those who did not reach the required standard receive extra support. The work is fun and they use different books (Project X) so the children do not think they are repeating work. .

### Areas for development:-

- If boys are performing less well compared to girls, seek alternative texts to help motivate them.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- The Performance Management cycle is tied into the school development priorities. Targets are set and then reviewed mid-year. Planned observations, book looks and the analysis of data is all triangulated to get a true picture of the childrens progress and how the teacher is affecting this. The TAs PM is tied into their interventions. The progress of Pupil Premium children is particularly analysed to ensure they reach their targets. The school uses FFT data and sets it at the top 20%.
- All policies are shared when they are written, reviewed or changed. The staff handbook and the latest safeguarding documents are shared at the beginning of the year with all staff. Staff are reminded that as The Minster caters for a diverse community all the latest information must be discussed, from FGM to racism awareness and LGBT issues. The Behaviour Policy is reviewed annually.
- TAs are informed of the weekly plans in plenty of time so they know what they will be doing to support the childrens' learning. Each TA has their own folder and knows exactly what progress each child is making. This is monitored by the DH.
- Individual children's needs are known by all the relevant staff. The process is embedded from the nursery upwards. Uniform is non-gendered.
- The Family Liaison Officer greets parents at the gate, organises CP plans and TAF meetings.
- All resources including people, are used efficiently to ensure childrens' learning is maximised, iPads are used for focused work. TAs meet senior leaders each half term to ensure the set intervention programmes are appropriate.
- Teachers use various forms of communication to ensure that learning is consistent across the year group. There is a staff briefing every Friday morning with a printout to ensure everybody knows what events are coming up and who is released. Everybody has access to the school calendar.
- Parents are pleased with the quality of the annual reports.

### Areas for development:-

- To compile a systematic prospectus for parents showing the courses and workshops the school provides for them including an application form.



## Element 6 - Parents, Carers and Guardians

### Strengths:-

- Parents feel that they have plenty of opportunities to be involved in their childrens' education. They feel they get lots of feedback from the school. Parents of SEND children are known by their first name and have regular meetings with the SENCo and they feel that they receive constructive, practical advice.
- Parents are comfortable with the communications the school offers. They are happy because their children are happy. If necessary they can make appointments but they feel that their concerns will always be addressed quickly. They receive texts, e-mails and letters.
- Parents feel that The Minster works on the childrens' well-being. 'They reassure our children. They leave school with smiles on their faces'.
- Parents appreciate the provisions that are offered to the children and they feel that the school meets their childrens' needs. They feel that there is always someone to go to if they need help and like the fact that staff are available every morning in the playground.
- Parents receive a questionnaire in the spring term where they are given the opportunity to share their opinions. They feel that the staff are highly qualified and very professional. Parents feel that they are valued no-matter what their situation. The feedback from the parent workshop on phonics was very favourable and parents want more in the future.

### Areas for development:-

- To build further links with hard-to-reach parents.
- Examine additional opportunities to include parents in whole school projects.



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

### Strengths:-

- The Governing Body want every child to achieve and fully supports the inclusive ethos in the school. They are proud that The Minster offers all children the opportunity to be the best they can. They know the staff assess the children when they first enter the school and that they are all treated with respect. We believe that 'no matter what the barriers, support will be given and social skills will be encouraged'.
- The Governing Body has undertaken training on safer recruitment, SEN and LAC. There is a named governor for SEND, inclusion and safeguarding.
- Governors have received training from the Southwark Diocesan Board of Education on Pupil Premium and OfSTED. The Statutory Inspection of Anglican and Methodist Schools (SIAMS) has done Safeguarding training.
- Governors support the leadership team by monitoring, 'what is said to be going on, is actually happening'. They ask senior leaders questions and check on health and safety. They go on focused learning walks to ensure the children are engaged. They feel they are good listeners and assist in problem resolution. They have a desire to satisfy themselves that all is well. They feel that the childrens' behaviour is kindly and caring and the children learn self-control and respect each other.
- The Governors feel that the main priority of the school is to raise standards. They are experienced in looking at data and analysing how the disadvantaged are doing compared with national. They believe that the introduction of Singapore Maths and the Voice Initiative have benefitted the children. Governors have observed inclusion meetings when they looked at work from SEND children who have received extra support. They write reports about collective worship which are read by the SLT and discussed with the FGB.
- Governors undertake an annual audit of skills and they are scrutinised by SIAMS which recently undertook its own inspection of the school.

### Areas for development:-

- The Governing Body could seek ways to be more available to parents on the playground.
- To seek ways of encouraging a more diverse group of governors.



## **Element 8 - The School in the Community - How this Supports Inclusion**

### Strengths:-

- Most parents who come to the school want to bring their children to The Minster because of word of mouth. It markets itself and uses social media. It believes it has a clear identity within the local community.
- The school has links with the local church and the IDMC Gospel Choir. It has rented space to the Avanti Trust Free School. It is closely linked to The Nest which provides stay and play and a breakfast club. The school runs some of its courses for parents there e.g. the Freedom Project for victims of domestic violence.
- The headteacher keeps a folder which the school has received from local people who have written to the school with positive comments.
- The Fire Brigade and Road Safety officers have been into school to speak to the children about keeping safe. The local clergy come in and at harvest the school supports the Croydon Refugee Centre and the local Food Bank. It raises money for the Bishop's Lent Appeal which supports local schools and schools in Zimbabwe. It also supports Save the Children on Christmas Jumper Day and the Samaritans with their Shoe-Box Appeal.

### Areas for development:-

- To further identify local and wider community resources that can be utilised to enhance learning using the SYCOL initiative.