

19th February 2019



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Flagship Review Date: 11th February 2019

Summary

A lot of developmental work has taken place in the last year since the IQM flagship assessment. This is a vibrant school with a strong community feel that is always progressing in its inclusive strategies while also ensuring excellent progress and attainment outcomes for its pupils. During this year the school has been able to further develop its SLT with the Head of school becoming Headteacher, enabling 2 members of teaching staff to have the opportunity to become members of SLT and thus develop their leadership skills. Such opportunities are not always easy to provide in a small school and it is to the credit of the leadership of the school that current members of staff have been ready and able to fulfil these roles.

The school continues to play an important role within the Aquila group of schools, with the Headteacher supporting other local Heads and participating in peer review projects with other schools in the group. The SENCO has received training to become an 'Improvement Champion' and is responsible, along with a colleague from another school, for providing training across the Trust. This provides valuable opportunities for her to work with a variety of schools within this expanding group. She also continues to work with another school each week to help them to develop their SEND/inclusion strategies. She has been highly successful in this work and has had a huge impact on the other school, " She has given me the tools, direction, contacts and confidence to make all changes needed in our school to improve our SEN throughout all areas".

Staff retention at this school is extremely high due to the inclusive nature of the school and the way in which the leadership of the school values and develops its staff. It has, therefore, been unusual for a new teacher, who is an NQT to have been appointed at the school. I met with this member of staff during my visit and she spoke extremely positively about the school and of the support she has received as an NQT. She mentioned the strong community feel of the school and how all the staff know all the children and that everyone is supportive, " Everyone is very helpful – you can talk to anyone. I have learnt so much since I started here. You are given the freedom to do what you want to do and I feel more confident now. You can ask for help and everyone rallies round to help you to find solutions". She also mentioned the superb mentoring she has received from the Inclusion Manager who initially worked alongside her one morning per week in addition to doing formal observations.

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She spoke about the very caring nature of the leadership of the school, who always ensure she gets her PPA time and all relevant training. She has received a lot of training at different schools within the AQILA group, which she has found very useful, for example, on early years' Maths, emotional wellbeing and SEND. As a result of the support and training she has received, she is able to continue to develop her teaching skills and to work closely with her class TA to meet the diverse individual needs of the children in her reception class.

The school has continued to develop its excellent partnership work with parents. The school received its Achievement for All quality mark last year and the positive work with parents that underpins this award has now been successfully embedded in the work of the school. As a result the vast majority of parents are very happy to come to school to communicate with staff and to receive support. Staff are also very positive about the benefits of this positive approach, with structured conversations taking place 3 times per year with a refined structure that has been developed to meet the needs of the staff team. As a result of this excellent work the school knows its parents very well and can often predict issues before they arise. The SENCO and all teachers at Temple Ewell are now training staff at 2 other schools in this approach to its partnership with parents. There are also increasing numbers of parents who are happy to volunteer their services at the school, often by supporting in class. In addition, this year the school has further developed opportunities for parents to receive support from the school and from their peers. Last year parents of children with SEND helped to develop the 'Inclusion Breakfasts', which were very popular and as a result they began to take place on a regular monthly basis. These have now become so popular that the renamed 'Parent network café' are open to all parents and are very well attended by a range of parents during an afternoon session each month. This group has now merged with the 'Parent Forum' and consults and listens to parents as well as organising speakers on topics of interest. Parents also lead on issues and share their experience and skills. Several staff also attend regularly including the Inclusion Manager/SENCO, the Sports and Wellbeing coach, the Focused Learning tutor and the Inclusion governor. The meetings have been very successful because of the trust that has been built between staff and parents and the opportunities it provides for parents to share ideas and to receive support and helpful suggestions from experts and their peers. One session, for example, focused on the 5-point scale and was led by a teacher from another school. Another session was led by parents and focused on issues around Christmas rehearsals/preparations and their impact on children. As a result, the school will make changes to the number of rehearsals in the coming year. Most families have been very willing to attend and they have been very keen to help each other, for example, one parent brought in an example of a visual timetable, which another parent then copied for all the other parents. As a result of these sessions more parents are now volunteering at the school. A parent I spoke to during my visit described how parents have found the meetings to be very informative and valuable. As a parent of children with SEND, she has a wealth of experience in the area of SEND and its impact on family life. She has had very positive experiences with her children who have all attended the school; the school has understood and supported their needs in a thorough way, "The school put lots of strategies in place for them; communication is excellent and they listen to concerns. The school is very aware of ASD now and everyone on the staff has learnt. Everyone knows all my children and understands their needs. We wouldn't get this everywhere. Transition is also excellent from year to year and to secondary school". She has now become a parent volunteer and is about to develop a new project in liaison with the SENCO to support young carers at the school. The target group are

children whose siblings have SEND and who, as a result, often play a support role with their siblings at home and don't always get enough time to pursue their own hobbies and interests. Her plans are to set up a group including the 4 or 5 children who are currently in this situation at the school. They will be given some 'Me time' during the school week to enable them to talk, to play and to develop their interests. The school has been very supportive of this idea, which was discussed and agreed at a Parents' Café meeting.

The Chair of Governors spoke very highly of the school's work on inclusion. She mentioned the AFA programme which has helped all staff in their communication with parents. She has noticed, now that it is embedded across the school, how effective it has been in further developing the school's positive work with parents. This work with parents has also been enhanced by the development of the 'Parent Café', which has grown this year and enables parents to support each other. She added that the school knows families so well that they are now able to predict many issues before they arise. She also mentioned the excellent work the school is developing on mental health issues for children and the training staff have received, for example, in calming children down. She highlighted the work of the sports' and wellbeing coach who has, for example, enabled children with additional needs to succeed in a sporting event. She explained how all children are actively engaged in sports and how this links to their wellbeing with sensory circuits being another very important feature for some children. The school's excellent work with children with SEND was also highlighted with early intervention mentioned as a key strength as well as the excellent work on the nurture group and the flexible ways in which the school meets all individual needs.

A learning walk with the IM of two very need diverse classes and an intervention group once again highlighted the wonderful teamwork of teaching and support staff and the excellent relationships they have with the children. The school has continued to develop its Growth Mindset approach and this is evident in the positive learning attitudes and the positive approach of all staff. The atmosphere in the classes I attended was very calm and friendly with all children actively engaged in and enjoying learning. In the lessons I visited it was not at all evident that several children had significant SEND, even though 11 children in one of the classes had needs and around a third in the other group. The classes included children with dyslexia, FASD, ASD as well as children who are young carers, several with anxiety issues and a recently arrived EAL child. Children worked very well together with the support of their teachers and members of support staff. In one lesson an excellent example of peer support was evident with a child coping extremely well as a result of a very supportive partner. The lessons were interesting and challenging with a variety of activities planned for pupils. Behaviour was superb and there was a very friendly, atmosphere with children cooperating very well together in their groups. Features of lessons visited on the day included excellent interaction between pupils and between staff and pupils; the use of questioning and scaffolding by staff to help pupils to review their work; pupils doing a very interesting science experiments based around space and really enjoying their work and excellent support from TAs and LSAs to ensure their children with SEND are fully engaged in the lessons and are developing their skills and self-confidence. The interventions being led by the TA in Reception, were clearly having a very positive effect on the targeted children. The very experienced TA was working on phonics and speech and language work with some very needy children who responded very well to her encouragement and imaginative activities.

In this school teaching and support staff form a very cohesive team who work extremely well together for the benefit of every individual child. All staff are caring, supportive, highly skilled, experienced and motivated and they are highly respected by SLT, pupils, parents and governors. Members of support staff spoken to on the day of my visit once again highlighted the important role they play in the school and the flexible approach the school takes to meeting individual needs. The role of the school's sports' coach has developed this year and he is now the 'Sports and Wellbeing Coach' to emphasise the very important role he plays in the school's approach to supporting the mental health of children and staff. In this school mental health is a very high priority and the school recognises the role of sport in boosting self-esteem, building resilience and giving children a sense of pride. The coach has succeeded over the last few years in encouraging all children to participate in a variety of sports with a view to changing their mentality. He has instilled in them the idea that 'failure is a first attempt in learning' and as a result, children have a positive approach to trying different sports and finding those that they enjoy. Children now perform very well in competitions because of this positive and inclusive approach. "They believe they're better, they are self-motivated and have a growth mindset", commented the coach. Year 5 and 6 pupils now lead PE sessions with younger children, which the younger children love and which gives the older children a sense of pride. At break and lunchtimes children play together across age groups at this school, which is another mark of the school's friendly, community, family atmosphere. The coach ensures that those children who try hard are given a boost and he also tries to break down the boy/girl stigma by highlighting the strength of girls and ensuring they are equal participants in all sports. He also leads sensory circuits for some children several times a week and is in the process of planning the introduction of Yoga linked to mindfulness and Tai Chi for everyone, possibly as an end of the day activity. He has also adopted the 'Daily Mile', which the school has renamed the 'Daily Challenge' emphasizing that it is each individual's target that matters. Currently this work has begun with one class and he intends for it to become a whole school activity. He sees it as something that will support learning and 'bring moods up' and he will ensure that children have charts to check their progress so that they can build up their strength and be proud of their achievements. The coach has made a huge impact on the school and is continuing to move forward with superb ideas to boost children's approach to sports with an emphasis on wellbeing. He is very pleased to meet regularly with the SENCO to plan the mental health project that the school is developing as its flagship project. He is a member of the 'mental health team' and has plans to produce a scheme of work following weekly surveys and data analysis. The school's caretaker also plays an important role in this cohesive staff team. This year he has been a mentor for a year 2 child with ASD, who was potentially a school refuser. He has encouraged him to do small jobs with him to develop his self-esteem and enjoyment of school. The child spoke very articulately of the different jobs he has done, such as laminating, locking the school gates and leaf blowing. He has clearly found this very enjoyable and has a very positive relationship with his mentor, who engages with him very positively and gives him the boost he needs to enjoy life at school. As a result, the child is now succeeding in class, especially in writing in which he has made significant progress. He is less anxious and he has the confidence to put more effort into his classroom work. This is an excellent example of the ways in which the school goes out of its way to think about each child and how they can be helped. He is clearly proud of his achievements, "I am writing neater. I have improved in my learning". The SENCO leads the way in this: the school recognise children's individual needs and interests and talents and builds on these to develop their crucial confidence. "This is the school community around the child. It feels authentic for him. He has made amazing progress.

He now has confidence and has put effort into his writing". His mother is now a volunteer parent and works with groups in 2 classes on developing social interaction.

Exceptional features of this school include the overall ethos of supporting and developing the abilities and talents of all children with a clear focus on meeting individual needs; the superb work with vulnerable families; the exceptional support for pupils with SEND; the excellent teamwork, expertise and commitment to children and families shown by all staff and the excellent ongoing support to other schools being provided by several members of staff on a range of issues.

The school is continually developing its excellent practice on inclusion and is sharing its practice with other schools in the Aquila trust of schools and beyond. I recommend that the school retains its Flagship status and is reviewed in one year's time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

Meeting with the Headteacher and the Inclusion Manager/SENCO; meeting the Chair of Governors; visiting lessons with high needs cohorts; visiting a speech and language/phonics intervention in Reception; meeting the caretaker and a year 2 pupil re joint work; meeting the Sports and Wellbeing Coach re the mental health project; meeting the NQT; meeting a parent volunteer and perusal of relevant documentation.

Assessor Commentary re future targets:-

- The school's project to promote and support positive mental health across the school, that has begun with the establishment of a core mental health team, including the Headteacher, SENCO and sports and wellbeing coach will develop and enhance its already well-established work in this area and ensure it is thoroughly embedded across the school.
- The audit of current provision and skills that is now being undertaken within the school will provide a very useful starting point for development of the project.
- The work on staff wellbeing is a very important component of the project, especially the work to help staff to find a work/life balance through peer supervision partnerships and wellbeing surgeries. It will be very interesting to see the impact of this work.
- The scheme of work currently being developed will build in mental health awareness and emotional literacy into the work of class teachers throughout the school.
- The training of key staff in low-level therapies should also have a very important impact on direct work with pupils in the school.

Further Developments agreed after discussion:-

I am very happy to support the school's action plan as outlined in the assessment commentary in the first section of this report.

Assessor: Pauline Roberts

Review Date: 11th February 2019