



## Annual Evaluation for the IQM Flagship Project



**School:** Temple Ewell Church of England Primary School  
3-4 Brookside,  
Dover, Kent  
CT16 3DT

**Head/Principal:** Angela Matthews

**IQM Lead:** Steph Wallace

**Date of Review:** 12th January 2012

**Assessor:** Kenny Frederick

### **IQM Cluster Programme**

**Cluster Group:** 24 Carat Cluster

**Ambassador:** Kenny Frederick

**Date of Next Meeting:** 21<sup>st</sup> March 2022

Next Cluster Group Meeting Focus: On-site visit to Kensington School in Newham

### **Sources of Evidence during IQM Review Day:**

The school provided a wide range of evidence to support their IQM Flagship Review. This included:

- A copy of the review paperwork including evaluation and forward planning information
- A virtual tour of the school
- A presentation about the Mental Health Award
- The School CPD plan

### **Discussions with:**

- The Headteacher
- The Deputy Head/IQM Lead/Mental Health Lead
- A group of pupils
- Two Teaching Assistants with additional responsibilities
- Two teachers
- A Governor
- The DSL regarding Safeguarding
- Two parents



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### Evaluation of Annual Progress towards the Flagship Project

The School's progress from the previous year were based on the project focus of well-being and the school had broken this project down into three key actions/targets:

**Target 1:** Capacity for adaptive supervision model – face to face or virtual so that there is no break in provision.

**Outcome:** The school have led the way in developing different supervision models for staff at different levels and they have adapted the model to keep up this approach during lockdowns and throughout the pandemic.

**Target 2:** Further development for staff specialism across the school (including but not limited to the MH Core Team).

**Outcome:** This is a key part of the school development plan and the push forward to improve the quality of provision for pupils. This is achieved mostly through a range of CPD opportunities provided and details are included in the CPD Plan provided.

**Target 3:** Gaining the new Well-being Award.

**Outcome:** This award has been achieved in a very short time.

#### Next Steps

- To develop supervision for premises and administrative staff.
- The Headteacher to continue her Consultant Headteacher role but in a different Trust school.
- The DH to continue to be the coordinating mentor for the MAT SENCO group until at least 2023.
- Two further staff to train for ELSA role to increase capacity (2022.)
- A detailed CPD Plan for 2021/22 providing a rigorous paced action plan that is appropriate to the needs of the children currently on roll.

#### Agreed Actions for the Next Steps in the Flagship Project:

The school have identified a new Flagship Project as they are now in their fourth year as a IQM Flagship school:

**Project Title:** *Strengthening our Mental Health and Well-being Offer*

Outline of Project:

- Consultation with parents to provide bespoke training and support.



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- Consultation with pupils around how the school continues to develop an accessible system for self-referral. This will work alongside Mental Health and Emotional Well-Being Quality First Teaching and will facilitate pupils in developing their emotional literacy as well as their ability to self-regulate and identify their need for support.
- Pupil engagement will be enhanced, and both the School Council and the Sports and Well-being Council will review support. The role of pupil Well-Being Ambassadors will be further developed.
- Staff CPD will be targeted and will involve close working with specialists.
- There will be a wider nurture offer and the school aims to have two further trained ELSAs and the Inclusion Manager will be trained as a District Sensory Champion.
- The school will work with the CCG in the development of Mental Health Teams, hosting an onsite mental health professional one day a week who will have capacity for direct work with individual pupils.
- The school will collaborate within a cluster of schools from within the MAT on inclusive peer review through the Kent Inclusive Leadership Programme. The Headteacher will lead the cluster.

A full action plan for the year has been provided and was discussed.

### **The Impact of the Cluster Group**

The school has been a regular attender at Cluster Meetings and has presented to the group during one of our meetings. The Inclusion Lead has fully participated in meetings and willingly shared her expertise and the school practice with others in the Cluster.

Temple Ewell have offered to host an on-site visit to the school in the summer term.

This is a school that values collaboration and exemplifies it in all its work.



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## Overview

An on-site visit had been planned for the Flagship Review this year – following a virtual review last year. However, this had to be changed at the last minute due to the virulent Covid Omicron Variant that is taking its toll on the attendance of staff and pupils. Schools in Kent (and elsewhere) had been advised not to host visitors for the time being. This was disappointing as having previously reviewed the school virtually and feeling I knew the school well the Assessor was keen to see it in person. A detailed schedule of meetings was set up to allow me to meet as many people as possible and for me to have a virtual tour of the school.

The tour showed a welcoming environment that the school provides, the displays and every aspect of the school is carefully considered to support the school values and indeed the way the school values their pupils. The religious ethos is reflected across the school and is integral to the values the school promotes. There is a Spiritual Garden which the children can and do use at any time. The school has no inside corridors and therefore movement around the school always involves going outside – so providing fresh air is not a problem! The space and greenery around the school makes it look very much like an idyllic school setting. Of course, every part of the school is utilised to its full extent. Parts of the school are listed, which limits what can be done with it. However, the school have worked around any limitations by having a creative and innovative approach making their school unique in so many ways. The Premises Manager keeps the school in excellent condition and the children show real respect for their school and don't drop litter or damage the school in any way. The school has two halls – one of which is shared with the church and community.

One of the displays that stood out was the place in the playground where children leave their handprint when they are about to leave in Year 6 – they usually do this after the Year 6 BBQ and Leavers party. The children love this wall because it leaves a lasting legacy of their time at the school. The core values that the school promotes are an indication of the inclusive ethos and culture and are on display everywhere in the school. These are: Forgiveness, Acceptance, Inspiration Trust and Hope.

The Inclusion Coordinator/Deputy Head outlined where the school is at the moment and was keen to point out that they had achieved the Well-Being Award, after a thorough and rigorous process that she led on. This is an amazing achievement and is one of which she is rightly extremely proud because it is all about the hard work the school has been doing for a number of years and increasingly so during the Covid crisis. The previous year was not too dramatic, in terms of closures and sickness, except for the lockdown last Spring Term. However, since then they have worked hard to ensure that there was and is a 'normal' school experience for their children – with some measures still in place to try to keep everyone safe. They have not suffered too badly from staff absences or from the latest Omicron outbreak.

The school is a small village school with only 142 children on roll and a total staff of 21. Therefore, every child and every member of staff is well known to each other. The parents are well known, and the community is well known, and this is an appealing factor for parents when choosing schools. However, the small size of the school does mean that children are taught in mixed age classes which parents don't always like. There are about 28 in each class including Reception and Year 1 and most classes are the same size. Whilst all classes are mixed including Reception and Year 1 all Year 1 pupils are regularly brought together and



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have continuous provision for part of the year. When they are together (which they really enjoy) they produce Floor Books as a joint collaborative piece of work. The curriculum is planned on a two-year cycle so that the mixed age groups are well catered for. The system works well.

The Headteacher and Deputy Head told me the curriculum is unique to Temple Ewell and the curriculum constantly evolving and was fully updated in 2019. It is being reviewed again this academic year. There are Curriculum Leads across the school and individuals often lead on more than one subject. However, they do get support for this, and they have time to do it. There is also a network of other subject leads across the Trust to collaborate and support each other as required.

There is a real emphasis on getting children out of school on various trips and visits and every child went on at least one trip out last year. They use the local area well and before Christmas all the children had the opportunity to see a performance either at a local theatre or in school. The local area is used for forest school activities and there are many topic related days including Greek Day (shown on the video at the start of the day.)

The school is largely made up of white British pupils and there are no refugees and very few casual entrants. This is due to where the school is located in the town. However, the school curriculum explores and celebrates diversity in all its forms, and this is evidenced in the displays around the school and in the books/texts used. Many of the parents work for Border Force and the school makes sure they discuss real life events as they happen, such as the most recent tragedy where twenty-seven lives were lost in the channel.

Although there are only twenty-one members of staff they are long serving and very experienced. They know the children well and work closely as a staff team to ensure that the children's needs are their priority. It is the stability of staffing that makes the school a safe and secure learning environment for the children. Staff have opportunities to extend their experience and training and development through the Aquilas Trust that the school is part of. Through the Trust the school does a lot of outreach work in other schools.

The Headteacher and the Deputy Head discussed about the previous year and how they had got through the Covid crisis. They said they had not suffered too much during this period even though they are a small school, and every staff absence would have been significant. The Head said she had a lot of support through the Trust and Trust schools. In particular, the school is a part of a small local HUB within the Trust who work closely together. The stability of staffing is regarded as a real strength of the school even recognising its expensive, but the Head feels you get quality, and she can trust staff to do their jobs without too much checking and monitoring. She acknowledges this is different in other schools where staff are less experienced. They keep lesson observations to a minimum and point out that Ofsted don't observe lessons very much but speak to the children instead and this is an important part of the school's strategy.

Currently, the school is graded as Outstanding, and a school inspection is expected at any time. The Trust School Improving Partners provide good support and challenge and work well with the school. The Headship Team work together very closely and are very reflective about what is happening in the school and are always moving things forward. Besides the



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networking and collaboration that goes on as part of the Trust HUB the school is also part of the local Deal Learning Alliance.

The Headteacher told me that they are very proud of their recent Well-Being Award because they really value their staff and invest in them. The teachers were full of praise for the provision for staff training and development and the fact that subject leads are experts in their own field. The TRUST CEO and Local Governing Board are responsible for the Headteacher's well-being, and she receives supervision through the Trust's Educationalist Psychologist.

The school is very involved in outreach work with other schools in the Trust and the Head has been supporting one school as a Consultant Head and has helped them achieve a good Ofsted outcome. She will now be supporting another school in a similar role. This is a role she enjoys, and it gives her new opportunities to learn and to use (and extend) her expertise and skills. The Deputy Head is also very involved in a whole range of outreach activities and projects, which she always ensures she brings back in some form to the school. Other members of staff are also included in the outreach programmes – particularly the Maths Lead.

In discussion about safeguarding and how this has evolved over the last year identified the Head is the Lead DSL but there is a team of four to share the load. All the safeguarding procedures were fully implemented during the Covid crisis. Children who are part of a vulnerable family were encouraged to attend school during the two lockdowns and they checked in with families on a regular basis. The school uses MYConcern to report and track incidents and concerns. Teachers undertook well-being calls to pupils in their classes and most of the pupils appear to have come through unscathed.

The lockdowns were also used to keep staff training up to date. This was all on-line and all staff have regular updates re safeguarding. The Local Authority operate a Digital Front Door, where they triage referrals, and they decide within 24 hours where the referral goes. This will usually involve Early Help. However, the school has good relationships with the safeguarding team in the LA and generally find they get a good service.

Next, I met with two Specialist Support Staff to talk about their work and contribution and about well-being and transition of vulnerable Year 6 pupils. One works one-to-one with a pupil with complex needs. She has supported him all the way through his school life, and he will leave this year to go onto secondary school. Currently, she is helping him with transition, and they will find out next week or so if he has got a place in his chosen secondary school. The support staff (in particular) do a lot to support pupils and parents in choosing a secondary school and helping to get them ready for that process.

The Nurture Lead described the nurture programmes and how support often happens in lessons time and sometimes in the actual lesson or occasionally in a different place. She is also a trained ELSA and does one-to-one work with individual children. The demand for this support is growing and there are two more TAs currently training to become ELSAs. The Trust Educational Psychologist delivered the course via Zoom. The Nurture Lead has also been trained in nurture work, which was run by Nurture Group UK. The post of ELSA comes with supervision attached and this is something that is much appreciated by the staff involved. A wider group of support staff receive supervision through solution circles



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introduced by the Deputy Head (and shared with the IQM Cluster). The Nurture Lead also runs ELSA session at lunchtimes with groups of three pupils. She told me she has been running a Circle of Friends group for one particular pupil and this is having a positive impact. The nurture group work often overlaps with ELSA work, especially for supporting adopted children. Play therapy and other outside agencies are regular visitors and provide good support for children.

The two support staff spoken with said that the well-being of adults is also a priority for the school, and that they feel fully included and valued. They said SLT they keep them informed and staff watch out for each other. They said they were trained and developed, and they are well supported. They told me they were trusted to do their jobs and don't need permission to try new things. They are implicitly trusted to do the right thing.

Speaking with one of the governors, who is the Link to SEN, and someone met with during the previous review we were able to continue our conversation this time around. We started our discussion talking about Health and Safety and a governor's role in monitoring this aspect. She had been using the Health & Safety document from Aquilas Trust that outlines the responsibilities of SLT and governors and pointed out that this is very much about safeguarding and school boundaries and cameras and need to look at legislation around enforcement of rules and regulations. She pointed out that this area of work is usually a separate responsibility (from safeguarding) of SLT and Governors. She told me she used the H&S guidance document when going around the school to check things and it covered all bases. She pointed out that the Health and Safety remit now includes mental health as well as diet and school dinners and allergens in school food. She told me that all school caterers have had regular training on this, and she said hand gels and face masks are available as well as the regular cleaning of computer keyboards are now in place. She explained that the school environment is part of the H&S remit and is part of the drive for good mental health. The school must provide a suitable space for exercise, sport and recreation and ensure the school is a safe space. Emergency planning is also key to H&S and safeguarding. The link between safeguarding and H&S was well made and perhaps other schools might reflect more on this link and do some more joined up thinking and working.

The governors are well known to staff and the community. They are often in school although Covid has stalled many of the visits. One of the current priorities for governors is to gather more feedback from parents. They want to know how parents perceive the way they are currently excluded from the school playground, and the school's response to their contact. It is often the ones they don't hear from that they want to reach. The aim is to use a range of ways to gather parent feedback in a more formal way. There is a Parents Meeting café where there is no criteria or agenda. It is open to everyone. This is held at 2pm in the afternoon before school pick up but it is recognised that, for most, it clashes with work times.

I was told that the new Vicar is converting the churchyard into a Forest School and is thus extending the outside area of the school which is a real positive for the school and the community. The Vicar is (I was told) very community minded and has established himself as an influential and supportive governor and faith leader. The faith values are obvious, displayed all over the school and the pupils are very familiar with them.

Discussing staff well-being staff said that the Senior Team are great at supporting each other and supporting all staff. They work collaboratively as a Headship Team and are very



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successful in moving the school forward. It is all about the child sitting in front of them and that is the unity witnessed and felt around the school.

Speaking with two teachers, one was the subject leader for Maths and Art and the other a subject leader of Science, Geography and History, they stated that they had both been working at the school for many years and have a lot invested in the school. They said they have stayed such a long time because they are well supported and enjoy, in turn, supporting colleagues.

We talked about the curriculum and the way it was structured and the way it is reviewed and updated. This process involves all teachers at different times. The school are always trying to ensure curriculum coverage. Key themes and vocabulary are threaded through the curriculum. There were strong links and networking with other schools in the Aquilas Trust, but Covid has paused much of the collaboration. The Trust/school connections were still in place, but it is recognised that collaboration will be harder to revive as staff in other schools have moved on and those schools have been trying to steer their own schools through this unprecedented times and consequently have not had much time to work together. However, there is still some joint work going on in Maths and there has been a lot of CPD particularly in Maths and RE and English and Science. The National Curriculum is their starting point, but they have made sure they have woven in as much diversity as they can. The Maths Lead is currently doing a Maths project with a local Hub (based in Ashford). The teachers told me that the Trust helps teachers to develop their skills and can keep updated with the many changes that are necessary.

One of the teachers is responsible for Pupil Voice and she collaborates directly with the School Council on this. SLT listen to ideas from the School Council and, where appropriate, enact and ratify those ideas. She told me the children on the School Council are very keen and take their roles very seriously and she said she is not in charge – the children are! She does what they tell her!

The teachers told me there is a Staff Forum and the use of Supervision Circles allow staff at all levels to raise questions and worries and to ask for help.

The Deputy Head then described the Well-Being Award process and what she had done to pull it together in a very short time. It started by assessing the school's commitment to well-being, culminating in a PowerPoint describing the expectations and assessment process. The Aquilas Trust introduced and funded the Well-Being Award for all its schools, but the process stopped during the last lockdown and was restarted in September. However, the application had to be submitted by the end of September as that was the cut-off date. The Deputy Head and Well-Being Lead set about pulling all the evidence together to meet the submission deadline. She said the school were already doing all the things they should be doing (and more) so it was important for it to be recognised.

A questionnaire went out to parents, staff, and pupils (Year 3 and above) because they wanted more information and feedback. There is now a dedicated page in their newsletter on it. There is a regular article about this, such as an item on the work undertaken to support Young Carers and another about training for parents on issues such as self-regulation and SEND in support of their child(ren.) The questionnaire that went out to parents had a good return, the feedback was extremely useful but not all of was positive and that was the point



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of the exercise. The school needs to know what the issues are before they can tackle the issues. Responses to the comments in the questionnaires included in the Newsletter and starts with “You said...” followed by the school’s response. This demonstrates the positive affirmation that the school is listening to parents.

The pupil questionnaires confirmed they talk about feelings all the time in school. In addition, there are lots of ways that children can make individual inputs and have their voices heard, and children are aware of these and confidently use them. As part of their feedback, they said they wanted some kind of system where they could talk to the Well-Being Lead and other staff without having to talk to her/them directly – i.e., not when they were in class and their classmates could hear. Art therapy is useful in getting children to talk and is used to good effect within the school.

The staff questionnaire asked if the school had ‘ring fenced funds for well-being’. This made everyone think and they were able to cite the fact that the staffroom had been redecorated and turned into more of a well-being space. The Mental Health and Well-Being offer for staff is good and there is a Mental Health Board in Staffroom (seen during the video tour of the school) and there is a graduated approach in place. Recently when one of their pupils died, they were able to make good use of the two Trust Educational Psychologists who provided bereavement training to staff. There is now a Mental Health Team in the school which includes a parent who was spoken with during this review. The school is developing (as part of the Well-Being Award) a framework for Mental Health and Well-Being Accountability. There are eight objectives and key performance indicators. These KPIs are all uploaded into Google Drive.

Two parents agreed to be interviewed as part of this virtual review, both had children across the school, and one had a child who left last year in Year 6 and is now in secondary school. One of the parents is a working parent and can’t be as involved in the school as much as she would like. However, she does participate in and support the Young Carers group which happens in school time with the Deputy Head and where they do a variety of different activities with the children. She said her reasons for getting involved is that she has three-year old daughter with autism, and she is aware that her older daughter gets the ‘brunt of that.’ Therefore, she went to the school to ask if she could set up a Young Carers group – she also wanted to give something back to the school. Both parents told me their children get a lot of support from the school and nothing is ever too much trouble. They even help with transition to secondary school, which is difficult especially when they children have special educational needs and where there is a system of grammar schools in the local area. They said communication with secondary schools was much harder than it is now. One parent said that secondary transition had been awkward as her child moved during Covid restrictions and there had been none of the normal transition activities or visits. It is hoped the transition process returns to previously exemplary practice as the impact of the pandemic eases.

The final meeting was with a group of pupils and the Senior Leader with responsibility for Pupil Voice. As she already warned me, she does as she is told, and she handed over to them. They started by outlining all of the things that made Temple Ewell such an amazing school. They mentioned all the usual things including the fact that it was a happy school with lots of lovely teachers and staff. They said they were treated fairly and were always listened to. They named lots of their favourite subjects and Art was probably the one mentioned most.



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However, Maths and Science and PE were also popular. They mentioned the girls football team and tag rugby team and the forest school activities. They all spoke about Temple Ewell being a small school, so they know everyone, and they said the teachers are really nice. They said the work is challenging but they can cope with it. They told me teachers try to make everyone happy and whatever you are feeling everyone will help you. One pupil told me she had been bullied in her previous school but here everybody was kind and children played with each other and did not leave anybody out.

The children told me they went on lots of trips and visits and had recently been to see a panto. They could all name people in school they could talk to if they were worried about anything – some named more than one person and then said they could and would talk to their class teacher. Questioned as to what would happen if they misbehaved but they were not sure (as they did not misbehave!) but thought they would be sent to the Deputy Head if they were really bad! They were a happy bunch who were clearly enjoying their time at school.

Temple Ewell Church of England Primary School is a very special school that is built on strong relationships. The staff care for the pupils and each other. The children always come first and everything that happens has them at the forefront. The staff at all levels are valued and appreciated and the school is an integral part of a village community. It is popular with parents and with the whole community. It remains a happy school where children want to learn, and staff want to come to work. The unique learning environment that the school provides is appreciated by all who benefit from it. Inclusion and lots of love and support provides the framework for everything that happens in the school. It is a truly inclusive school. The school is outward looking and is collaborative in its approach. It offers a great deal of support to other schools, and they continue to reflect on their own practice and move forward at a pace. It was my pleasure to carry out their review.

I am happy to recommend that Temple Ewell Church of England School retain its Flagship status and be reviewed in a year’s time.

**Assessor: Kenny Frederick**

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

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