



28th January 2020

Mrs Angela Matthews
Headteacher
Temple Ewell Church of England Primary School
3-4 Brookside
Dover
Kent
CT16 3DT

Flagship Review Date: 21st January 2020

Summary

Temple Ewell is part of Aquila, The Diocese of Canterbury Academies Trust, which consists of twelve primary schools from across Kent. The Trust promotes an ethos of strong Christian values and is committed to sharing best practice, with links to Canterbury Christ Church University. Temple Ewell is a small village school which is securely at the heart of its community. It serves a tight knit locality which has little mobility within it. Many of the staff are known within the local and wider community and the school has served many families across generations. The Headteacher was described as “an inspiration” and has a clear vision for the school which has recently been reviewed and developed with all stakeholders. The School Council made a significant contribution to the whole school message linked to the school values and motto of FAITH: “Faith in God, ourselves and in each other” which is displayed throughout the school and understood by all. The Good Samaritan Week was used to embed the vision and values of the school, with local charities and groups such as the Samaritans, Food Banks and Christians in Dover showing the children how to listen and how they can help others. Governors are proactive and knowledgeable about the school. They are supportive of the inclusive ethos and proud that “no child is never left behind.”

This visit was the Year 2 Flagship IQM review. On my visit to the school, I had the opportunity to verify information provided on the Flagship action plans, conduct a learning walk, observe lunchtime, interview staff involved in key aspects of the school’s action plans, talk to the School Council and children from the Nurture group, meet with a parent and a Governor. In addition, discussions with the Headteacher and SENCO took place to review the school’s work towards the action plan and plan next steps. Prior to my visit to the school, its website provided key information about the school’s policies and practice.

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857

Fax. 028 7127 7856

info@iqmaward.com

www.iqmaward.com

Company Registration No.

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House

Lutyens Close

Chineham

Hampshire

RG24 8AG

At Temple Ewell, the welcome by staff, children and parents is warm and happy. You can see inclusion in action through the embedded practices implemented in all aspects of the school; through the curriculum, wider curriculum offer and parental engagement. The staff at Temple Ewell “know every child and every family” and work as a team to ensure that all children receive the best support in a safe and nurturing environment.

Staff retention is high and many staff members have been with the school a number of years, through its journey to achieving the current Ofsted grading of Outstanding in 2017. The Headteacher considers staff well-being by always being willing to listen and do all she can to support others, including with the demands of work-life balance. The recent introduction of supervision for all staff groups has been well received and seen as a valuable tool for reflection and solution-driven problem solving. As a result, the school is viewed as a “little family” and staff work collectively as a team to provide the best care, support and opportunities for all children.

The highly-skilled SENCO has a real drive and passion for inclusion and a determination to ensure all children feel confident, accepted and successful. She is highly respected by her colleagues and other professionals, working collaboratively with a range of schools within the Trust and wider, to promote inclusive practices. This includes the IQM cluster, collaborating with SENCOs across the South East and working with the Anna Freud Institute. She has recently supported Inclusion at another school within the Multi Academy Trust, which gave her a context to participate in the Kent pilot of the Inclusion Toolkit. During this time, she led the school in signposting best inclusive practice to inspectors during the school’s Ofsted inspection. In addition, she was invited by a senior member of the Kent SEND team to participate in a DfE led session in London regarding inclusion, as a representative of SENCOs in Kent. She has subsequently been invited to participate in the re-development of the Mainstream Core Standards, guiding inclusive provision across the county. She has developed open and honest relationships with parents/carers and will go beyond what is expected to offer support and advice, for example, she has facilitated a trip for parents to the Autism Show.

Leaders empower others to share best practice and support training and development of skills and expertise amongst the staff, for example, the Nurture Lead is currently training as a district SEMH Champion and Mental Health First Aider. There are increased opportunities for staff to offer support to other schools and staff are proud to share what they do.

All leaders share a good understanding of the local issues facing families and are pre-emptive in providing the necessary support. The school operates an “open door” policy for parents and staff are empathetic to any concerns and worries. School leaders have used structured conversations effectively to engage parents and give them a voice. Parent Network Cafes are held regularly to provide a safe space to talk, share frustrations and gain advice from other professionals or agencies who are booked to attend, such as Early Help, Food Banks and the Nurture Lead. Parents have also been instrumental in setting up a Young Carers group for children who have additional caring responsibilities at home, often for siblings with additional needs. The group is

supported by the SENCO who receives nominations from parents/carers, so that these children have access to quality “my time” to explore other interests such as cooking and crafts.

There is a strong emphasis on nurturing and physical fitness in order to improve mental health and well-being. The Nurture Lead works with identified children to support their emotional well-being and help them learn strategies for coping. As one child expressed, “In Conkers class, we get to be ourselves and no one judges you.” Children’s learning is linked closely to developing essential life skills and being given wider opportunities to succeed, build confidence and develop relationships, for example, some children were taken to the local shop for work experience, where they were able to develop their maths and social skills. The children enjoy the many opportunities to work outside of the classroom through visits to the local food bank, cooking and Forest School. Music, mindfulness and meditation are other techniques used in the Nurture Group to support children’s emotional well-being and these have a positive impact on children’s behaviour and ability to regulate emotions. The children enjoy the time spent in a more nurturing environment, where they are listened to, understood and able to express themselves. One child described the group as an opportunity to “let it all out and let go of all your unwanted emotions.”

The Sport and Well-being Lead works with targeted children and classes to develop a growth mindset approach to sport, learning and personal development. The daily running challenge is built into all class timetables and has had an impact on attendance and punctuality. Children are now keen to be in school on time so that they do not miss out on their run. In addition, they are developing a healthy competitiveness to beat their own personal targets in lessons and improve accuracy such as in spellings. Sensory circuits are used to support targeted children develop their confidence, concentration and regulate their emotions. Participation in competitions has significantly increased and by raising the profile, all children of varying abilities have been inspired to take part.

All teachers are considered leaders and are open to trying new things. They understand the importance of good mental health and well-being and are flexible and adaptive to individual circumstances. There is a whole school “Inclusive Classroom Checklist” in place and a clear process for addressing mental health and emotional well-being concerns, including strategies such as whole school meditation, dance and the use of apps. A recent bereavement, which affected the whole school community, put the school’s practices to the test and proved to be beneficial to children, staff and families at an exceptionally difficult time.

Temple Ewell School has made significant progress in its second year as a Flagship IQM School, with inclusion remaining high on the agenda. The school has identified areas for development for the next twelve months and in addition to these, there are some recommendations outlined in this report that were discussed as part of my review visit.

Temple Ewell Church of England Primary School demonstrates a strong commitment to inclusion which is embedded throughout all they do. The staff, at all levels, are encouraged to be proactive in sharing best inclusive practices. As such, I recommend the school retains its IQM Flagship Status and is reviewed again in 12 months' time.

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

Assessor: Kim Wilmer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....

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



Commentary on the last 12 months:-

The school has created and reviewed an action plan for the past 12 months with targets and actions for areas for development that were identified at the last Flagship review. This report includes a summary of actions taken by the school to meet targets set for the Flagship elements, the impact of these actions and future plans.

The school's project to promote and support positive mental health across the school has been further developed over the last 12 months. The Core Mental Health team is firmly established, with key staff offering a wide range of skills and responsibilities. This includes the SENCO who is the designated lead and qualified as a mental health first aider, the Nurture Lead who is training as a district SEMH Champion and Mental Health First Aider, the Sports and Well-being Coach, the Headteacher and the Chair of Governors, who is also responsible for SEND and has experience of social work. The importance placed by the school on the mental health agenda and ways to access support is visible through displays around the school, on the Well-being notice board in the staff kitchen, flyers in the staff room and on the school website. The Mental Health and emotional Well-being Policy is now in place and has been developed alongside the establishment of the universal well-being practices. The policy will continue to be reviewed as these universal practices and procedures become further embedded.

The whole staff have contributed to an audit of mental health and well-being provision and skills across the school, completed using the Anna Freud Institute tools. The Mental Health Core Team have analysed the results of the audit, which have been used to inform a whole school offer for mental health and emotional well-being. Documentation seen shows a clear school procedure has been developed for raising concerns around children's mental health and well-being, with identified steps for addressing concerns. This is providing a consistent approach to both identifying and addressing these needs. The school offer is separated into three main groups: universal, group and personal. The universal interventions and strategies include whole school Tai Chi, daily running challenge, meditation and choral singing. The group offer comprises the nurture group, Young Carers, forest school and sports clubs, whilst the personalised offer supports the use of apps, the incredible Five Point Scale, play therapy and referrals to other agencies, such as Early Help. This has provided a clear strategy for mental health and well-being.

Through speaking to a range of staff it was clear that they feel respected, listened to and enjoy being part of the Temple Ewell team. A recent questionnaire of staff well-being had highly positive results and staff expressed that everyone works as a team supporting each other. In order to further promote staff well-being, drop-in sessions were offered as a place to talk through any concerns or problems with key staff members. However, this offer was not utilised and so a more structured approach of staff supervision is now being developed. Two key members of the core mental health team have been trained in enabling group supervision. This model has been used successfully with support staff who were able to clearly describe the three-part structure of the session. They found that it was beneficial for talking through a problem and collectively finding a solution. They were also able to see the potential benefits in



IQM Flagship Review



sharing information or successful strategies to use with particular children which may lead to improved understanding of pupil needs. The support staff felt valued through this process and were grateful for the quality time given to it. It is planned for a model of supervision to be disseminated to other staff groups such as teachers and senior leaders, with the Headteacher receiving separate supervision through the Trust Educational Psychologist.

The school are in the process of developing an age appropriate and progressive well-being scheme of work. They have developed a universal offer with a range of strategies and techniques to be used across the school. During the Learning Walk and discussions with staff and children it was clear that this offer is promoted and understood by all. Support staff spoke about personalised approaches used, for example, a child struggling with anger at home was given a sketchbook and a “magic” pencil to aid as a distraction to the negative emotion. Another staff member described the strategies used in 1:1 support, using the Den as a safe space, visual and audio resources, social stories and work around understanding the feelings of others. Opportunities to develop essential life skills such as independent travel and social skills are promoted through art, forest school, trips within the local community and Lego therapy. The benefits of whole class mediation and an emphasis on breathing techniques was described as an opportunity for stillness and reflection, particularly following unstructured times such as lunchtime which can provide challenges for some children. A teacher described how the meditation helps children to concentrate on the present moment of stillness and enables effective learning. Children in upper Key Stage 2 are encouraged to use well-being strategies independently which supports transition and readiness for secondary school. The Incredible 5 Point Scale is used by children to promote independence, self-awareness and self-regulation. The school’s use of thinking maps throughout the curriculum, supports critical thinking and problem solving in a wide range of contexts. Some strategies, such as whole school Tai Chi, have not been consistently used and the school are currently reviewing how this approach can be developed further. The group offer for mental health and well-being includes the targeted work for children in the nurture group and those being supported by the Sports & Well-being Coach. These targeted groups are flexible and regularly reviewed, with some requiring support over a number of terms or years. The Boxall profile is used to target children and match tasks.

Children spoken to from the nurture group demonstrated confidence and an ability to clearly articulate how the support they receive has a positive impact on their behaviour, self-esteem and learning. This included a child who has received targeted work to improve anxiety around coming into school and those who require 1:1 settling time at the start of the school day. One child described how when he is feeling agitated, upset or down he is “able to chill, relax and reflect” in the nurture group. The targeted sensory circuits work supports children who are experiencing highs and lows of emotions or lacking concentration. Engagement in sports and the targeted sensory circuit work is high and some children have even asked to continue with the support once it has been completed. It was apparent during the Learning Walk that children enjoy sport and are keen to share ideas, take part in team games and competitions and be physically active.



There has been a lot of training for key staff to deliver therapeutic support. There is now the capacity to provide in-house CBT, SBT, Resiliency coaching and personalised approaches. In addition, there is access to the Trust's educational psychologist, as well as bought in services such as counselling and Play Therapy. The therapeutic training has been particularly pertinent this last year. It was used to support a new child who joined the school from out of county with significant additional social, emotional needs and challenging behaviour. The child required substantial ongoing therapeutic support from the core mental health team, in particular from the SENCO and the nurture lead, in order for him to be confident to attend school and ready to learn alongside his peers in the classroom. The success of the nurturing provision enabled the child to take part in the Key Stage 2 SATs and end of Year 6 activities alongside his peers. The therapeutic support was also used to support the children, staff team and the wider community following the sudden and unexpected loss of one of their pupils. They were able to draw on the resources and skills of key staff to support each other at a significantly difficult time. The impact on the school and wider community was (and continues to be) profound, but staff and children were able to share strategies which have been put in place to maintain positive mental health and well-being for the whole school community.

Some areas on the school's action plan are ongoing and will continue over the next 12 months. In addition to these, the school has identified further areas for development for the Flagship IQM Elements over the coming year. The school will be developing an action plan for the next 12 months that includes details about these. Outlined below are the actions, information discussed for the areas of development and further recommendations that have been agreed in discussion with the school's Senior Leadership Team.

- To provide a consistent offer of supervision across all staff groups, including SLT and teaching staff and embed the offer of TA group supervision.
- Further development of staff specialism within the MH Core team including training of the SEMH Champion and an additional Mental Health First Aider.
- Continue to work on a progressive scheme of work for well-being by mapping the offer alongside each year group curriculum map.
- Develop further opportunities for supportive activities for well-being such as Tai Chi.
- Gain recognition as a Well-Being School (Well-Being Award for Schools).

In addition, consider developing a bank of quick interventions which can be used in class with individuals or small groups to support well-being and sensory needs e.g.



IQM Flagship Review



using wall or chair push-ups. This may require an element of staff training and some reference support materials.

To continue to participate in liaison meetings for IQM Centres of Excellence and Flagship School clusters in order to share best practice. Continue sharing best inclusive practices through other skilled staff within the school such as the district SEMH Champion and Mental Health First Aider.

Assessor: Kim Wilmer

Date of Review: 21st January 2020