

30th January 2018



Mrs J Hygate
Executive Headteacher
Temple Ewell CE Primary School
3-4 Brookside
Temple Ewell
Dover
CT16 3DT

Review Date: 25th January 2018

Summary

A lot of developmental work has taken place in the last year since the Year 2 COE review. The school moves from strength to strength with excellent outcomes year on year for its pupils. An outstanding OFSTED inspection has been a thoroughly deserved and important feature of the past year. During this year the school has been able to further develop its very important and extensive work to support other schools within its local alliance and with the schools in its academy group.

The school has also continued to develop its excellent partnership work with parents. The training staff received as part of the Aquila Academy Group on the Achievement for All, (AFA) programme, which enables staff to have structured conversations with parents in order to help them to support their children's learning at home, has proved to be very beneficial with staff feeding back that they find the approach helpful in their discussions with all parents and not just those families targeted by AFA. Teachers have met with the targeted parents at regular intervals on a 1-1 basis throughout the year to discuss ways of helping their children and to agree targets to be tried at home. Outcomes have been very positive with almost 90% of targeted parents engaging with the scheme and trust between staff and parents has grown. As a result, some parents have become more open in expressing their concerns and have, in some cases, begun to engage with external agencies. In addition, this year the school has further developed opportunities for parents of children with SEND to receive support from the school and from their peers. The parents themselves helped to develop the 'inclusion breakfasts', which were introduced on a termly basis but are so popular that they now take place monthly. There is a core group of parents who attend regularly with others attending as and when they are able. A number of staff also attend regularly in addition to the Inclusion Manager/SENCO. These include the nurture group leader, the sports' coach, TAs and SLT members along with the Inclusion Governor. The Inclusion Manager arranges external speakers to come to the meetings on occasions, including the local 'early help' team link and the AFA coordinator. 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 their worries, concerns and to find support and get helpful suggestions. An inclusion breakfast I attended on the day highlighted the excellent rapport between staff and parents and between the parents themselves.

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

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

There was a genuine buzz of enthusiasm in the conversations taking place and all concerned clearly value these events. The parents I spoke to could not speak more highly of the support they have received from the school and they highlighted the school's support on transition to secondary school and the school's willingness to listen and to take swift action to address any concerns parents may have about their children, "The school has helped my child to get an EHCP despite it being turned down the first time. Now they are giving me extensive support with transfer to secondary school. I love these meetings – you don't feel isolated", "We can talk about our frustrations, we have a lot in common, we don't talk about these things in the playground. It's hard to admit your life isn't perfect", "When I raised concerns about my daughter, instant support was put in place. It is such a relief to know her needs are being dealt with: even though she has not been officially diagnosed they put everything in place anyway. Instant support was put in place for her and steps were put in place to deal with all the issues I raised", "My child is very quiet and lacked confidence. Now with the support of her Teaching Assistant in class and sessions in the learning bay, she feels confident: she sits by the teacher and is empowered", "My child has an excellent 1to1 Teaching Assistant who is very flexible. He is lucky to have this support. He loves sports and learns through sport with the sports' coach. We also have regular reviews." The school has also continued to provide workshops for parents on a variety of issues and subjects. Every class has a termly session where parents are invited into class to see learning in action. A subject leader meets the parents first to ensure they know what to look for when they go into the classroom. This model is proving very successful and each class teacher has to offer the sessions twice in order to enable all the parents to attend. This year parents suggested that the school adopts a Twitter page, this has been done and they are finding it a very useful form of communication with the school. The Inclusion Manager, for example, uses Twitter to signpost organisations that can support parents of children with SEND and to highlight events such as the autism dress up day.

The Inclusion Governor spoke very highly of the school's work with children and families. With a social work background herself she has the skills and experience needed to provide appropriate support and challenge to the school and she has played an important role since she became the inclusion link in the last year. She mentioned the AFA programme which has helped all staff in their communication with parents. She also mentioned the excellent work of the school in providing extensive support for the most in need children and families. She highlighted the work of the sports' coach who has, for example, managed to get a child who lacked confidence and motivation to be very proud of his achievements by noticing his gymnastic skills and building on these. Through his encouragement the child was accepted into the town's gymnastics club and thus developing his self-esteem. Another example was given of how the school continues to support children even when they have moved on to secondary school. A child who had been in care was visited regularly at secondary school for the first 6 months to ensure he had settled in and was receiving the support he needed. She also described the extensive support the school has given to a very deprived family with whom they have worked very sensitively to provide much needed resources for the children. The school's excellent work with children with SEND was also highlighted and an example given of the Inclusion Manager succeeding in getting an EHCP for a severely dyslexic child, which is very unusual. A meeting with the Inclusion Manager and Inclusion Governor highlighted the positive working relationship they have developed in the past year. The Governor attends training with staff and has also attended the local SENCO forum with the Inclusion Manager, which they both found very useful. The

governor also supports the Inclusion Governors at the 2 other schools supported by the Inclusion Manager. In addition, the monitoring pairs system that the governing body has developed is useful in ensuring excellent communication between governors and the school. The Inclusion Governor is keen for the school's excellent model of inclusive practice to be disseminated to other schools so that they can develop along similar lines. "Here we are always learning and keeping an open mind: it will be very beneficial to share our experience with other schools. We can share our experience and expertise." The Inclusion Manager explained how she encourages other SENCOs to be positive and to 'find a hook' for each child, "every child is different; you have to have an accepting ethos. The nurturing aspect of the school means we welcome all children's needs." "Would we want that for my child? is what drives us here, for example, we don't teach in the corridors here. Children are supported in class and if they go out of class it's for something specific such as sensory circuits or the nurture group." She also explained the importance they place as a school on responding swiftly when issues arise so that if a concern is raised about a child an appropriate action will be agreed and put in place by the end of that same day.

Learning walks with the Inclusion Manager of all classrooms 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, this is evident in the positive learning attitudes and the positive approach of all staff. The atmosphere throughout the school is very friendly and encouraging: children were enjoying their learning and all pupils were completely engaged in every lesson, which is a mark of the outstanding work of teaching and support staff. Lessons visited were exciting and challenging for everyone with interesting and imaginative activities planned for pupils. Behaviour was superb and there was an informal, family atmosphere with children cooperating fully with each other and with staff. Staff find many different ways to encourage, support and challenge the children. Features of lessons visited on the day included excellent interaction between pupils and between staff and pupils; the use of modelling by staff to help pupils to give feedback on each other's work; pupils producing superb written work based around a picture; the use of ICT to support learning; excellent support from Teaching Assistants to ensure their children with SEND are fully engaged in the lessons and are developing their skills and self-confidence; a teacher encouraging children to stay on the carpet and talk to her if they need more help; a teacher leading a group and providing excellent maths input using a white board to explain the work to a group of children with a variety of needs and with all children targeted fully engrossed in the task. One teacher has recently introduced Singapore maths techniques to her class following training, she and they were clearly enjoying the activities she had planned for them. The reception teacher has introduced a very interesting model of involving a small number of children each week in lesson planning and this is having a very positive impact with all children thoroughly engaged in the different activities available. A nurture group, ably led by a member of support staff provides a very secure nurturing environment for targeted children who are able to develop their self-confidence and social skills in a small group setting. It was very interesting to speak to the 2 pupils who were in the group at the time of my visit. They explained the reasons why they were there and the help it has given them in improving their behaviour and attitudes in class. The atmosphere throughout the school was very friendly, calm and industrious with all children focused on the tasks in hand and all engaged in purposeful learning. Staff should be congratulated on their excellent

and encouraging work in all classes and it is not surprising that several members of staff are now disseminating their superb practice to staff in other schools.

Teaching and support staff are valued for their skills and they are helped to further develop their expertise and reflective practice through excellent CPD. Developments are introduced across the school to ensure staff are equipped to deal with the diverse needs of pupils in their classes. This year this has included the introduction of a new format for CPD with teachers working in pairs to plan, teach and review together based on the John Hattie model. This is proving positive in its first year and teachers will be encouraged to be innovative in this work in the coming year with outcomes disseminated to the head teacher. The significant numbers of pupils with SEND continue to receive excellent support from Teaching Assistants and other support staff. The Inclusion Manager is rigorous in ensuring that ongoing training takes place to ensure staff are equipped to deal with the needs of all children in the school and she continues to meet with them regularly to ensure their training and development needs are met. It is a school that is always learning and developing its areas of expertise according to its pupils' needs. For example, a child in the school has FASD and the Inclusion Manager has ensured that she and key staff have received appropriate training to plan appropriately for this child. She has engaged a member of the specialist teaching service to work with the child once a week as well as the child's 1to1 Teaching Assistant and she has ensured that the adoptive parent of this child has received extensive support from the early help service. At the same time, she has ensured that the parent attends the inclusion breakfasts. She and the child's Teaching Assistant have attended a one-day training course on FASD and she is currently ensuring that awareness is raised on a wider level about this important need that significant numbers of children may have but without anyone being aware of it. She is also planning training on FASD for all three schools she supports. This is just one example of the very positive and thorough way in which the school approaches inclusion in order to fully meet the needs of a child with a syndrome that they have not encountered before. As a result, the child is making excellent progress and has grown so much in confidence that he was able to show his work to me when I visited his lesson and to explain it.

Support staff playing a vital role in the school, leading projects and clubs, planning and implementing interventions, supporting in class and providing crucial support, for pupils and their parents. In this school all staff are proactive, flexible and motivated and their ideas are valued. Members of support staff spoken to on the day of my visit highlighted this ethos. The school's sports' coach continues to play a very important role in motivating children to participate in a range of sports and in enabling all children to participate in a competitive event. He is a highly respected member of staff and his work goes far beyond that of the typical sports' coach. His work on inclusion is vital to the school and combines the role of learning mentor with sports. A Teaching Assistant who provides excellent support on a 1to1 basis with the child with FASD is also training to become a teacher. Both members of staff are a credit to the school. They spoke of the excellent support they receive here and how staff can always go to others for advice. The sports' coach leads sensory circuits for some children and is now training staff in another school on how to do this. The Teaching Assistant explained how staff here go out of their way to support the children and to learn more about their needs. For example, she has been to the hospital to speak to the SALT with her pupil. They explained why they enjoy working at this school. They are trusted and valued and are able to share ideas and take action straight away, "We are encouraged to try things and

we will be given advice as to how to move forward, for example by the Headteacher”, “Communication is excellent here, including between key stages. We can talk to any of the teachers”, “When you are having a down day, people pick you up”, “We all want the same thing because we all have the children’s interests at heart”, “We find solutions before it becomes a problem - someone will look at it in a different way”.

The school continues to be very outward looking and its work with its partner academy schools and with the other local schools is extensive. The school is now playing a leading role in supporting these schools with several staff being involved in this work, for example, the nurture group leader, the sports’ coach, as well as the Inclusion Manager and members of teaching staff. They provide support on many issues, including moderation, subject expertise and various aspects of inclusion. This enables good practice to be developed and shared by the schools and it also means that staff at all levels are able to develop their skills and expertise. The Inclusion Manager has continued to support two other schools every week to develop their SEND work and other inclusive practices. She has made a significant impact and the Headteacher of one of the schools has described her superb support, “Her SEND expertise and knowledge is second to none as is her passion for improving outcomes for these pupils”. This is a mark of the superb work on inclusion at this school led by the Headteacher and the Inclusion Manager.

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 its learning alliance and beyond. I recommend that the school is awarded Flagship status and is reviewed in one year’s time.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data:

Meeting with the Executive Head and Head of School; meeting with the Inclusion Manager/SENCO, attending the parental breakfast for parents of children with SEND, meeting the Inclusion Governor, visiting all lessons in the school and the nurture group with the Inclusion Manager, meeting support staff and perusal of relevant documentation.

Assessor Commentary regarding future targets:-

- ❖ The school will continue the work on its partnership with parents through further development of the 'structured conversation' model that has proved very effective and is now being used with all parents. This should enhance the impact of the project by making communication with parents more effective as a whole. In addition, the aim of involving parents in research and enquiry into Growth Mindset in order to engage a wider cohort of parents should be very interesting.
- ❖ The development of well-being across the school should be very well supported with pupil ambassadors from the learners' forum leading assemblies on Growth Mindset. Participation in the Kent Mental Health schools' link project should also be very beneficial for staff as well as pupils.
- ❖ The development of Teaching Assistant specialisms is a strength of the school and the use of their expertise to coach other staff in the linked schools will be very beneficial to all concerned and should further develop the self-confidence of the support staff in their own areas of expertise.
- ❖ The Inclusion Governor plays a very important role in supporting and monitoring the school's work on inclusion. She provides appropriate challenge and support to the school and her involvement in other networks and in school training can only enhance her ability to undertake this role.
- ❖ The school's support for other schools on inclusive practices will continue with 2 schools in particular receiving extensive input to improve their practice.

Further Developments agreed after discussion:-

I am very happy to support the school's action plan as outlined in the assessor's commentary.

Assessor: Pauline Roberts

Date of Review: 25th January 2018