



Assessor's Evaluation for the IQM Flagship Project



School	Temple Ewell Church of England Primary School 3-4 Brookside Dover Kent CT16 3DT
Head/Principal	Mrs Angela Matthews
IQM Lead	Ms Steph O'Connor
Date of Review	26th January 2023
Assessor	Dr Kenny Frederick

IQM Cluster Programme

Cluster Group	24 Carat
Ambassador	Dr Kenny Frederick
Next Meeting	Five Acres Special School - Date to be confirmed
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	21 st March 2022	Yes
Summer 2022	29th June 2022	Yes
Autumn 2022	10th October 2022	No
Spring 2023	13th January 2023	Yes

The Impact of the Cluster Group

Temple Ewell Church of England Primary School has been well represented at Cluster Group meetings. Often, they have sent two members of staff. The Deputy Headteacher/Special Educational Needs Co-ordinator (SENCo) has been a stalwart of the group. She hosted a virtual Cluster Group meeting during lockdown and then another onsite Cluster Group Away Day in Summer 2022. This was very well received by colleagues who came away with many new ideas. The school is always interested in learning about new ideas and new opportunities and takes away many learnings from other schools in the Cluster Group.



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Evidence

I met with many people during my visit to the school and I was delighted that so many members of staff were able to find time to meet with me. I know how difficult it was for the school to release individuals because of staff numbers.

I had meetings with:

- The Headteacher.
- The Deputy Headteacher/Special Educational Needs Co-ordinator (SENCo)/Inclusion Lead.
- A member of the Senior Leadership Team/Phase Leader.
- Two Governors.
- NHS Wellbeing representative.
- A group of teachers.
- The Wellbeing team (support staff).
- A large group of parents.
- The NHS Emotional Mental Health Practitioner.
- Two groups of children.
- A number of Emotional Literacy Support Assistants (ELSAs) and Nurture provision staff.

Additional Activities

- I attended the Parent Café.
- I toured the school and visited all classrooms and spoke to many teachers and pupils.



Evaluation of Annual Progress towards the Flagship Project

The school presented a number of projects and set itself several targets.

Target 1:

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

Outcome:

This is now well established across the school and it is to the school's credit that every member of staff has been trained and receives some form of formal supervision. Staff are guaranteed time for supervision.

The schedule of supervision is listed below:

- Teachers have group supervision every six weeks and all teachers are offered one-to-one supervision sessions.
- The Inclusion Manager has a fortnightly supervision session with the Headteacher.
- The Early Years Foundation Stage (EYFS) teacher has a fortnightly supervision session with the Inclusion Manager.
- The specialist one-to-one support person has a weekly supervision session with the Inclusion Manager.
- All Teaching Assistants (TAs) have one-to-one supervision every six weeks with the Senior Leadership Team (SLT).
- The Headteacher receives one-to-one supervision from the Educational Psychologist (EP) for the Trust.
- The office staff have one-to-one supervision sessions every six weeks with the Inclusion Manager.

Target 2:

Further development for staff specialism across the school (including but not limited to the Mental Health Core Team).

Outcome:

This has involved a large number of staff at all levels who have been trained and developed to support children. Furthermore, the school achieved the Wellbeing Award.



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Target 3:

Project Title:

Strengthening our Mental Health and Wellbeing offer.

Outcome:

The school has introduced numerous new initiatives and activities to support the wellbeing and mental health of pupils. They have outlined these in great detail on their evaluation document and I have spoken to staff and pupils about the outcomes of this work during my visit to the school.

Through the Kent Inclusive Leadership Programme, the school will collaborate with a cluster of schools from within the Multi Academy Trust (MAT) on inclusive peer review.

The school has made progress with their Flagship Project and completed the majority of their action plan. Much of this work was already in place but needed to be drawn together into a cohesive plan of action. This has certainly been achieved.

Agreed Actions for the Next Steps in the Flagship Project

The school will continue with their current Flagship Project and have set out an innovative and exciting action plan to move forward with.

Project Title:

Strengthening our Mental Health and Wellbeing offer.

A full detailed action plan has been provided.



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Overview

I arrived at the school in time for the Parent Café which is a popular, regular event. I was introduced by the Deputy Headteacher (DHT)/Special Educational Needs Co-ordinator (SENCo) and I told the assembled parents, many with small babies, about IQM and why I was visiting the school. There were ten parents in all and two members of the Governing Body, one of whom is the local vicar. The meeting was also attended by an Emotional Mental Health Practitioner (EMHP) who is going to be working regularly with the school. She told us how she will be working with the school to support pupils and parents/carers and families. She said she will be running 'How to manage anxiety' workshops and these will be targeted at specific pupils, rather than being a universal offer.

The EMHP programme has been offered to all Kent schools but not all have taken up this opportunity. The EMHP told us that there have been many attempts, over the years, to bring services together but it has never happened. Parents/carers have been told about a Guided Self-Help scheme which has been successful, increasing access to support since clients do not need to go to the clinic for treatment. The EMHP team works alongside Child and Adolescent Mental Health Services (CAMHS) which are part of the same Trust as well as other health/community teams. The EMHP hopes to be in Temple Ewell School approximately every ten days. There is no set day and she will work with the school to decide what is needed. It is meant to be a preventative service before they get to CAMHS, also signposting to other services, as required. Much of the work involves supporting parent/carers as research evidence says that working with the parents is beneficial to the child.

The DHT/SENCo told us about other ways that the school is supporting the mental health and welfare of children and she pointed to the wellbeing club which she runs for targeted children. This club includes a range of activities, for example, bird watching, art, arts and crafts, making things and talk time. The club is well attended and children seem to enjoy it and benefit from it. The school has also brought in other activities, such as mindfulness, 'Drop everything and dance' and Zones of Regulation. These have become integral to the school day and help children manage their emotions better. The introduction of Zones of Regulation has changed the language staff use with children; language which is much more positive. The school has informed parents/carers about this shift in the way teachers use language and has plans to share more of this with parents in the future. Ideally, it would be helpful if parents adopted the same positive language when at home.

The SENCo spoke about one programme that has been introduced for Year 6 pupils to help them become independent before they go to secondary school. I spoke to some of the pupils about this later in the day and they were keen to tell me how helpful this has been. The programme is (or activities are) designed to help Year 6 become more independent by trying out different travel routes and learning skills, such as shopping and money management. The aim is to increase pupils' confidence before they embark on the next phase of their education. The school is also introducing other schemes to give pupils opportunities to do things and to give them experiences they have never had before. This is called "Have you ever....?", examples of which are "Have you ever walked a dog, stroked a cat, paddled in the sea?", or whatever the children suggest. The aim is that the pupils learn new skills and widen their experience. On residential visits, the aim is that pupils can, for example, change a duvet and set the table.



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We talked about the way the school communicates with parents and agreed that the regular newsletter gives a lot of this information. One parent said she had missed the information about emotional regulation and maybe it would be better to go through Parent Mail. A discussion ensued. One of the Governors mentioned that the YouTube videos, produced by the SENCo, were really useful in helping to understand how the school is supporting children's emotional health. The SENCo went on to describe other strategies used in school to support anxious children including the 'Worry Monster' Jars and the Love Monster. Emotional Literacy Support Assistants (ELSAs) are also in place and more staff are in training to add to the emotional health programme.

The Deputy Headteacher/SENCo and other staff meet pupils and parents at the gate every morning and teachers observe where children are placing themselves every morning, in relation to the emotional regulation display, and those who are saying that they are feeling sad or dysregulated are followed up by the teacher or the SENCo to explore why and to offer support. Sometimes, children are referred by their friends who may have noticed they are feeling down or displaying some other form of anxiety. In other cases, children refer themselves and ask for 'time to talk' and other support.

Parents/carers were very interested, asked lots of questions and were told that teachers are well trained in noticing changes in children and know what to do to support them. Sometimes, children do not recognise their own feelings and teachers are encouraged to make the connections and to model the way to talk about their own feelings. There is a whole menu of activities available for children to manage their feelings; they can go out for a run in the morning and there are story times where children pick out the themes and emotions in the stories. Circle time also takes place, particularly if something happens in the playground and needs to be resolved. One of the values of the school is forgiveness which is very visible throughout and is key to the restorative approach employed across the school.

The school uses a Personal, Social, Health and Economic (PSHE) scheme called Jigsaw which is very good in helping children talk about difficult issues.

One parent told me that she had a "rocky road" as a single parent and that the school had been her lifeline for a number of years, offering and providing in numerous ways. She said that the school is interlinked with the community. She commented that the expression, "it takes a village to raise a child" is very true in her case and that the school is a nucleus of the community and its wellbeing. All agreed that Temple Ewell is a nurturing school and this is not alone due to its pupil number but to the culture and ethos of a school where every child is valued.

Finally, one parent wanted me to know that the school sports programme is inclusive. She said that her daughter is not "sporty" but she recently participated in the basketball team and she loved it, even though they did not win. Every child has the opportunity to play in a school team and all children participate in Sports Day. Although they like to win, it is not as important as supporting each other.



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My next meeting was with two members of the Governing Body. I met one of the Governors previously as she is the Special Educational Needs (SEN) Inclusion link and was, until this year, the Safeguarding link. She has been associated with the school for many years as her children attended the school and now her grandchildren come to the school. The other Governor, the Wellbeing and Children in Care link, with whom I met, is also the local vicar who joined the Governors' team two years ago. He told me he had arrived in the parish during lockdown which was difficult in many respects but allowed him to, "drift around and meet people". He is keen to really support the school and particularly keen to develop his role as the Wellbeing link. He wants to be a useful, critical friend and is educating himself about the school and about emotional wellbeing and mental health. He is reading up on the subject and is/has been involved in the school's submission for the Wellbeing Award. He said the award framework was useful and that the school was already doing most of what was required in order to achieve the award. I was told that all Governors participated in Adverse Childhood Experiences (ACE) training which was delivered online.

I then met with the Headteacher and a Senior Leader and we discussed the recent Ofsted inspection that put the school into 'special measures', which was totally unexpected and was down to a safeguarding concern. The school, along with the Multi Academy Trust (MAT), to which the school belongs, has taken swift, corrective action before Ofsted's imminent visit. There was no suggestion that the school was not doing everything in its power to protect children. Quite the reverse is true as the report about the school describes a school that is good and outstanding in every other area. The Deputy Headteacher pointed out that there is nothing happening now that the school was not doing before. It is just that, now, all actions are recorded.

The following corrective actions have been implemented:

- The school has since moved all recording of concerns and actions to Bromcom. The actions of class teachers, TAs/ELSAs, office staff, the SENCo and DSLs are now recorded on Bromcom rather than on different systems and different files (as previously).
- On Bromcom, every child has a profile page and staff can see if children are on the safeguarding register and SEN register as well as other important information about the child, in terms of attainment, attendance, safeguarding and behaviour.
- The Trust commissioned a full safeguarding audit across all Trust schools to ensure gaps were identified and addressed.
- Designated Safeguarding Leads (DSLs) were given additional training.
- The Safeguarding team now meet every week to discuss each child who is a persistent absentee and agree and record actions.



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The Governors also spoke to me about the school priority of getting parents/carers more involved in the school. There had been an active Parent Teacher Association (PTA) that effectively disappeared during the Covid pandemic and the challenge is to get this reinvigorated and active again. The PTA has raised a lot of money in the past and the school could really use the fundraising proceeds once again.

I was then taken on a learning walk across the whole school with the SENCo where we visited every part of the school and looked in on every classroom where we saw staff and children hard at work. The atmosphere throughout the school was industrious and cheerful. Children clearly enjoyed their learning and had excellent relationships with their teachers and support staff. Children went about their business with enthusiasm and were very happy to speak to me in the classrooms and in the playground. They obviously felt confident in speaking to staff about a whole range of subjects, including their own emotional wellbeing. Pupils' voices are heard in Temple Ewell School. They know they are valued and they know they are cared for.

I had the pleasure of having lunch with the Year 6 nurture group called CONKERS. The member of staff, who runs the group, is Emotional Literacy Support Assistant (ELSA) trained and she works with various individuals and groups of pupils who need additional support. There are three pupils in the group and they meet every Wednesday morning and are involved in a number of activities designed to help them to talk and to increase their self-confidence. Learning new skills and learning to become more independent is also an aim of the group. They often suggest different activities they can do during that time and if it is possible, they do them. I was told that emotional literacy support and nurture often overlap and there are a number of different groups that take place during the week as well as one-to-one input. There is a nurture group led by another teacher for younger pupils. The girls in the group showed me a large scrap book they keep, recording their activities and their learning. They told me they work as a group and as a team and find different ways to deal with things. They said they brainstorm things they want to talk about as a group.

The girls also told me about the transition group for Year 6 pupils to help prepare them for secondary schools. This is where the pupils go out, with staff, and work out travel routes and learn about road safety and shopping and money management. They felt these were all important skills to learn.

One of the girls told me that she supports younger pupils at lunchtime and she has even made a chart for one boy she supports that asks him to be kind. He gets dinosaur stickers, that the pupil bought herself, as a reward. It was obvious that the Year 6 pupil, who supports the younger children, got as much out of the supporting role as the younger pupils on the receiving end did.

Following this meeting I met with the Deputy Headteacher/SENCo to discuss further how the school was reaching their Flagship Project targets and to look at the project going forward.



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I then met with three members of staff to talk about their own wellbeing and the way the school was supporting them. They told me they care about each other and ask each other, "what can I do to help you?" If they have personal issues to deal with and worries about their family, a colleague or a member of the Senior Leadership Team (SLT) would notice if they were looking upset or down. They would help in anyway they can. The school has a 'family feel' to it and that is what keeps staff there for so long. Most of the teachers have been in post for many years and when new members of staff join, they are made welcome and are supported.

They told me the Headteacher does not take them for granted. They appreciate the fact that, as a member of a Multi Academy Trust, they have access to a dedicated Education Psychologist (EP) and Speech and Language Therapist (SALT). They also appreciate that the Trust paid for Bromcom for all schools within the Trust.

I asked the teachers if the school had addressed the workload issues and they said it was discussed and continued to be addressed. Due to the new Early Years Foundation Stage (EYFS) framework, there have been changes to the workload. Several changes had also been made to the marking and feedback policy. The Headteacher is happy to let teachers take the lead on the marking and feedback policy and to try different approaches. They said that 'live' marking and 'in the moment' marking are encouraged but is difficult when they have no other adults in the room. They do not have a TA in every classroom, due to budget constraints. Reports are now shorter and teachers get a day out of class to do them.

The staff have done a lot of work developing their curriculum and are very proud of this work. I was told that subject leads get to observe each other during the year but most other staff do not get this opportunity. However, 'book looks' are done with all teachers where they can have a dialogue about what they find. Every teacher and every member of staff has supervision.

My next meeting of the day was with some of the pupils who are part of the Wellbeing and Sports Councils. They arrived with their teacher who leads on Pupil Voice. They told me they had been elected by their classmates for their roles. The sports leaders told me that they do not have to be good at sports as their role is to encourage people to participate and enjoy sport. The pupils told me that sport and physical exercise is good for promoting wellbeing.

I asked the group how other pupils can identify them as leaders so that they can approach them and ask for their support. They said there was a notice board with their photos on and their badges were on order but had not been delivered yet. They had not considered how they could raise their profile in the school so we had a discussion about that and they came up with some ideas, such as assemblies and newsletters and going to talk to each class in the school to introduce themselves and their role.



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Currently sports leaders are meeting and planning a cross country event. They have planned out the route they will take and they are working out the logistics for the day. Since the event will involve a number of schools, they need to get the logistics right. They all have jobs to do. They also help to raise money for charity. The pupil leaders also do surveys amongst the pupils to find out what they think about different things that are happening in the school. There are opportunities for pupils to participate in sports activities, arranged by external agencies and clubs, and many pupils now take part in a Cheerleading Club.

The pupils also spoke about the way emotional regulation works in the school and they explained how this helps them express their feelings. They said this helps them deal with any anxieties. They were very aware and knowledgeable about the different Zones of Regulation and they were confident that they know how to move from one zone to another. Teachers had taught them how to regulate their own emotions.

My final meeting of the day was with the Wellbeing team and consisted of five members of staff including the Deputy Headteacher/SENCo. The team helps to put the wellbeing and mental health programmes together and to identify the gaps in provision. We talked about the nurture groups and the ELSA provision and training for staff and about how they had managed to achieve the Wellbeing Award in a fairly short time. Governors are fully involved and there is a link SEN and Wellbeing Governor. The team told me that the National Nurturing School Programme (NNSP) overlaps with the Wellbeing Award framework and Kent has funded both.

The Wellbeing team came together as part of these two programmes. There was a training programme for all staff as part of the NNSP and there were specific teaching sessions. They carried out a Nurture learning walk, looking at emotional self-regulation and spent time identifying gaps in provision. They also had a self-evaluation to complete and they met regularly to do this. They still meet regularly to plan further actions. I was told all staff have access to the Boxall Profile and they now use it regularly. They made it available to everybody, not just SEN pupils, and they meet together to triage them. The aim is to look at improving more targeted provision and to make sure no child is left behind. They have succeeded in this aim and now have exceptional provision for all children.

We talked about the way wellbeing and nurture and self-regulation is promoted across the school. I noticed displays and posters all over the school, celebrating the way the school cares for pupils. There are posters of positive role models and pupils pointed to many of these as they walk around the school. Every classroom has their own Zones of Regulation display that are used every day. There is a space set aside in every classroom for pupils to self-regulate if they need to and this looks different in every room. When asked how these might be improved, the children suggested introducing a blanket that children could use if they felt the need.



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The team told me about the different nurture groups they run where they do regular check-ins and have activities, such as games and sensory circuits. I was told the nurture group is more specific than the wellbeing groups and the SENCo sees some of the children individually for one-to-one sessions. The groups of between eight to ten pupils have been referred by someone in the school. Many will have done the Boxall Profile.

I asked about staff wellbeing but they confirmed that the small school means everybody knows each other and supports each other. The Headteacher and SLT are very approachable and are always available. They show great care and concern for the welfare and wellbeing of staff. There are Mental Health First Aiders and the culture of the school promotes this approach.

All the Wellbeing team had large scrap books to record what they do and what the pupils learn in these sessions. I was able to see the books for the Transition Project, the Forest School activities and the CONKERS group.

It was a great pleasure to visit the school and to see the progress they had made in the last year. The staff and community have always been close and continue to work collaboratively to get the best possible provision, both academically and pastorally, for the children. Everybody in the school takes on multiple roles and there is a real community feel. The Christian ethos permeates every aspect of the school and has a real impact on the way the school works. The children are very well behaved and take responsibility for their own actions. They listen to teachers and use the tools the school provides to help them manage their own feelings and emotions. Parents/carers feel very well supported and feel lucky their children attend this school.

In my view, the safeguarding process and procedures are very thorough and nothing is left to chance.

We have reviewed the project and actions moving forward and these are appropriate. The school is very clear about what it needs to do and how it needs to do it. Temple Ewell Church of England Primary School is a very inclusive school and deserves to be congratulated on its achievements.

I am happy to recommend that the school retains its Flagship status and is reviewed again in 12 months. 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 Ms 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