



Inclusion Quality Mark (UK) Ltd

2nd March 2017

Mr John Williams
Headteacher
Whyteleafe Primary School
Whyteleafe CR3 0AA

Centre of Excellence Review Date: 21st February 2017

Summary

A lot of developmental work has taken place in the last year since the IQM COE assessment. The school continues to work very closely with the schools in its academy group and, in particular with the 4 primary academy schools in the local area. The work on the 'achievement for all' project, with the other academy schools, which aims at involving parents in supporting their children at home has been very positive and the structured conversation training that has been implemented for meetings with parents has been particularly useful. It has helped to engage more parents and some are now more open to coming in to school for various reasons. It has also supported teachers in having some difficult conversations with parents, while having a second teacher taking notes during the meetings has enabled the class teacher to focus on the conversation itself. The scheme is proving very positive with the parents concerned and the work will continue in the coming year. In addition, the school has been asked by the 'achievement for all' organisation to become a lead school to disseminate their work in this area. The school works very closely with parents and involves them in its work in many ways. The school has been invited to be part of the 'Achieve More' programme, which will further extend the school's work to support the most vulnerable pupils.

This year the school has also developed its work with parents in other ways and has added a number of workshops aimed at helping parents to help their children at home. Feedback has been very positive and parents have found the workshops very useful. The school will continue to build on this work in the coming year with workshops on phonics and other aspects of the curriculum. The school's speech, language and communication coordinator has put on the ELKLAN training courses "Let's talk" and "Let's talk together" for parents. These have been very well received with around 16 parents having now been trained on the courses, which last for 7 weeks and provide parents with a level 1 qualification. In addition, 17 members of staff, both teachers and support staff, have voluntarily undertaken the course, which takes place in evening sessions. This means that they have introduced the strategies taught into their work with pupils and resources have been provided to aid them in this work. This is an excellent extension of the ELKLAN work in the school and means that children will be able to develop their language skills both at home and in school. The

coordinator also works closely with parents over the summer period, before their children start at the school in reception to give them strategies to use with their children at home. She is also opening the course to parents in the academy chain hub group, which will be an excellent extension of this work. In addition, the work with parents has also been enriched through a link with the Afasic group, which the speech and language coordinator has developed. This organisation works with parents of children with ASD and speech and language needs and 12 parents were very pleased to come to a meeting with Afasic at the school in the autumn term. This work will continue in the coming year and it is hoped that it will be broadened to include a local secondary school to aid transition for some pupils.

The school has developed a number of roles for pupils to take on to develop their leadership skills. These include the school council, peer mediators, the pupil leadership team, young leaders, prefects, the communication leaders, house captains and two school captains. As a result, there are many opportunities for pupils to develop their self-confidence in taking a lead and in representing and helping others. The groups meet regularly and contribute their ideas, which are listened to and valued by the school community. Pupils in the pupil leadership team have, for example, recently developed a traffic light system for use in lessons, which is proving popular and useful with children. Pupils representing the communication leaders' group were keen to talk about their roles and the projects they have developed in the school. The group has been set up to support children who have had behavioural issues, particularly at lunchtimes and involves them in projects that they devise themselves that enable them to play a positive role in the school. Projects have included reviewing the rules for the football cage on which the group produced and presented a power point presentation to the whole school at assembly. Pupils were also keen to describe their learning and why they like their school and the rich opportunities it provides for them. They also explained how being part of the communication leaders' group is having a very positive impact with pupils explaining how it is helping them to feel more positive as a result of their improved behaviour and to become more self-confident. Pupils were enthusiastic, happy and motivated and gave very positive views of their school. Pupils clearly enjoy learning and are very keen to talk about why they like their school and its staff. They explained how the teachers encourage them and make learning exciting. Comments from pupils about their school included, *"The teachers help us whenever we get stuck"*, *"All TAs support us. They explain things again and go over it individually"*, *"There are lots of friendly people."* *"The teachers help you when you're down and have tough times"*, *"They try to make the work as much fun as it can be"*. Pupils also explained the many opportunities that pupils have at the school, including excellent clubs, many sports, a choir that performs at the O2 and other important venues, forest school in the school grounds, exciting school trips and events, such as 'no pens day' and a school journey to the Isle of Wight. The innovative work with the 'communication leaders' will be expanded to include KS1 children in the coming year and the current group are working on a video to explain their work to trainee teachers at the Institute of Education. The year 6 children will also be able to take the idea into secondary schools with them if they so wish.

Teaching and support staff are valued for their skills: quality first teaching demonstrates excellent practice and teachers are continually reviewing and further developing their

skills to meet the diverse needs of all children. There are significant numbers of pupils with a variety of SEND and the IM is rigorous in ensuring that ongoing training takes place to ensure staff are equipped to deal with the needs of all children in their classes. This year this has involved training on ASD for support staff who have observed staff at another school; training on making marking purposeful by the school's 'basic skills' team' and training on 'maths mastery' all of which is having a positive impact across the school. TAs meet regularly with the IM and this ensures that their training and development needs are met. They lead a range of intervention groups and work very flexibly according to the needs of the children in their classes. In this school teaching and support staff work very closely together, with HLTAs and Senior TAs leading on issues such as forest school, speech and language and other interventions. A learning walk of all classrooms with the school captains highlighted the excellent teamwork of teaching and support staff and the very positive relationships they have with the children. There is a happy, friendly atmosphere throughout the school and all pupils were thoroughly engaged in every lesson. Lessons are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Features of the lessons visited during the learning walk included excellent interaction between pupils and between staff and pupils; the use of questioning to develop pupils' understanding and encourage independent learning; paired discussion; group work and pupils working on laptops to redraft their writing. Small intervention groups of around 6 pupils led by HLTAs provide a very secure environment for targeted children who are able to develop their self-confidence and Maths skills in a small group setting. Staff leading these groups were able to motivate and engage the children and used excellent questioning and scaffolding to get them to talk through their ideas and develop their conceptual understanding. 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.

This is a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school works closely with the other school in the academy group, on many aspects of CPD, moderation, subject coordination and through its inclusion forum. This enables good practice to be developed and shared by the schools and it also means that staff at all levels are able to broaden and deepen their skills and expertise. As a result, staff retention is excellent and staff are able to develop their skills and qualifications and take on different roles while working at the school.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

Sources of data:-

Meeting with the Inclusion Manager/SENCO; meeting a group of pupil representing the 'communication leaders' team'; a tour of the school, including visiting all lessons with the school captains; meeting the HLTA responsible for speech, language and communication; observing two Maths groups in years 2 and 3; discussion with the IM re the evaluation of the last year's plan and discussion of future plans.

Assessor Commentary re future targets:-

1. The school will continue its work on its partnership with parents through the 'Achievement For All' project and will becoming a lead school through the 'Achieve More' programme, which will further enhance the work with vulnerable pupils and their families.
2. The school will train more staff on the ELKLAN programme to further develop expertise in speech and language across the school. Staff who have already done the programme will help to disseminate the work through staff meetings.
3. The development of the use of voice recognition software will be very useful for children with dyslexia and also for all pupils in the school to aid writing.
4. Further development of the very successful 'communication leaders' programme into KS1 should be very interesting and helpful for the younger children.
5. The 'Adventure Service Challenge' would fit very well alongside the communication leaders' work, forest school and the outdoor learning group for pupils on pupil premium as well as being exciting and motivating for all children.
6. Development of the work with 'Afacis' to include other settings will be very positive in reaching out to more parents in need of support.
7. A review of current interventions will ensure that best practice is built upon.

Recommendation:-

The school is continually developing its excellent practice on inclusion and is sharing its practice with other schools in its academy chain. I recommend that the school continues to hold Centre of Excellence status, is reviewed in one year and moves towards Flagship status at its next assessment in two years' time.

Further Developments agreed after discussion:-

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