



Assessor's Evaluation for the IQM CoE Award



School Name: Whyteleafe School
Whyteleafe Hill
Whyteleafe
Surrey
CR3 0AA

Head/Principal: Kelly Hunt

IQM Lead: Emma Skipper

Date of Review: 24th February 2020

Assessor: Jane Whitehurst

IQM Cluster Programme

Cluster Group: Shell Cluster

Ambassador: Anne Spencer

Date of Next Meeting: 10th June

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

The school has submitted comprehensive and accurate documentation of their own evaluation of progress. The Action Plan had been reviewed in September 2019 and the school has been working on the submitted new Centre of Excellence Action Plan for the next year. During my visit to the school a discussion regarding the Action Plan took place and the IQM Lead agreed to review the plan so that the Targets could be completed during the new Academic Year, rather than in July and September 2020. The updated plan will be sent to IQM to reflect the changes. A detailed timetable for the day enabled me to review evidence. The school community that I met on the day of my visit included:

- IQM Lead/SENDCO
- Teachers
- Support Staff
- Pupils
- Parents



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Summary of Targets from 2019-2020

The Schools targets from the previous year were based on the school development plan 2018 -19. The Targets focused on further improving inclusive practice across the school.

Target 1 – Ensure that vulnerable pupils are supported effectively and make good progress

The school has established systems in place to address the identification and needs of vulnerable pupils. All staff have had training in early identification and a list of initial adaptations to provision have been shared. Staff are expected to implement the adaptations before meeting with the Inclusion lead. A Cause for Concern Form and meeting to discuss alternatives is part of the established system to meet the needs of the children. Additionally, staff are also supported when writing the Individual Support Plans. Parents spoke positively about the “patience and perseverance” that teachers demonstrate in unpicking a child’s needs. Parents also commented on the “support in class including children having added explanations to ensure understanding of tasks.” Support staff commented on the “pre-teaching that is undertaken with some children to further improve access to the learning.” The extra support in class has been enabled by the change in the use of interventions. The school now only uses interventions that can be measured such as Speech link in Reception, Project X and Precision teaching.

Staff commented on the wide range of training that they have been able to access to improve their skills particularly Support Staff. Training has included understanding and recognising ADHD, Social Stories, Behaviour and Relationship training including Thrive and Developmental Trauma and most recently how to scaffold learning in class. Classroom displays have been reviewed following training on Cognitive overload with the areas around the Whiteboard cleared of visual stimulation. Children have now and next boards as well as visual timetables in all classrooms. Staff feel valued because of the high level of training opportunities available to them. Teaching staff have regular SEN meetings led by the Inclusion lead. Teachers commented that the introduction of Thrive approaches within the classrooms has been of benefit to all children although particularly their most vulnerable. The school has also invested in the Norfolk Assessment Pathway Programme to address the small steps that some of their SEN children make. Staff felt confident to use the programme because of the training they had received.

Target 2 – Children with EAL to make expected progress and achieve ARE.

The school has increased the number of children with EAL particularly in Key Stage 1. The leadership team has recognised the importance of training all staff in adapting the provision provided to meet the needs of EAL children. Staff have previously visited a local school that has a high percentage of EAL to review the provision provided within the school. Recent training from the Surrey Race Equality and Minority Achievement team has also added to staff understanding. Teachers have begun to adapt their teaching to reflect the increased number of EAL children within their classes. Adaptions include use of visuals, training Support Staff to scaffold learning, reflecting on language



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used to ensure understanding through modelling, as well as pre-teaching where appropriate. The school has implemented an Oracy project to further support all children developing their understanding of a range of vocabulary including Tier 2 and Tier 3 words from the National Curriculum for English. Children are benefitting from the introduction of a word of the week which they are encouraged to use within their writing. In Year 1 the children explained about their High Five words they are learning that then go on to the Word Wall. A recommendation discussed during the visit was to review the resources available from NEXUS and The Bell Foundation that have been developed with the support of the British Council. The suggested teaching ideas developed for EAL children are also good practice for all children.

Target 3 – Increase % of high attaining disadvantaged pupils

The school has implemented a Pupil Premium Champion programme. All Pupil Premium children have been allocated a member of staff that they are able to meet with on an informal basis. Staff are encouraged to develop an on-going relationship that enables them to monitor children's social and emotional needs as well as promote their needs within discussions. Pupil Premium progress is monitored half termly through the Pupil Information sharing meetings. Outcomes in reading at Key Stage 2 for Pupil Premium children in 2019 were above national at 87%. Leaders recognise that high performing achievement is still an area of development across the school for all pupils. Future actions include developing quality first teaching skills in questioning and effective feedback to further improve outcomes for pupils.

Target 4 – Further develop SALT provision throughout the school

The school has trained a member of staff to screen children using Language Link. All children in Reception are screened on entry and any in year admission children are also screened. Interventions are implemented dependent upon screening outcome. Support Staff explained their delivery of "small group work, as well as providing parents with a Homework Pack to reinforce the development of skills." Children are reassessed yearly to ensure their speech is maintained. Staff are able to access the expertise of the Speech and Language Therapist to develop further ideas and implement targets. In 2019 67% of Pupil Premium children in EYFS achieved the speaking Good Level of Development. The school continues to develop staff skills with planned training on Developmental Language Disorder which has been planned as part of the current action plan.



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Agreed Targets for 2020-2021

The school has begun to implement some of the actions to achieve their targets on their updated Centre of Excellence plan. Staff were able to clarify some of the work that had been undertaken.

Target 1 – To embed the Thrive Approach across the School

Actions already undertaken include whole school training led by Thrive practitioner in September 2019, that has led to teachers being able to develop whole class action plans and implement the strategies recommended by the Thrive programme. Learning Support Assistants have received mental health training led by the Mental Health First Aider. An outdoor Sensory room has been developed with pupils accessing Thrive called the Beach Hut. Other action planned include further training, the development of more Thrive provision at lunchtime. It was agreed that as key aspects of the Action plan have already been implemented the IQM Lead and Thrive lead will review the current Action plan and add in the actions for 2020-2021.

Target 2 – Increase the % of high attaining disadvantaged pupils

Actions include continuing the Pupil Champion programme, staff training on improving feedback and daily reading sessions with identified children. As the more able is also an Ofsted area of development and a school wide priority, discussion regarding further developing target to include all the more able took place. The Inclusion Lead agreed to discuss further with Senior leaders particularly as the projected completed outcome is July 2020.

Target 3 – Developing Oracy – a 2019-20 whole school key priority

Senior Leaders have identified from their self-evaluation and review of the 2019 data that children's outcomes could be improved with increased knowledge of both Tier Two and Tier Three words. Children were enthusiastic about their Words of the Week which were displayed in all classrooms, reflecting on being able to use them in their writing. Subject Leaders have reviewed their subjects to highlight the expected vocabulary that children should have in place by the end of Year. The new Headteacher has introduced the PROUD Project which is designed to develop children's speaking and listening skills. It was agreed that the IQM lead would review the long-term development of Oracy with Senior Leaders so that targets for the Centre of Excellence yearly Action Plan would reflect the developments of Oracy across the school. Documents shared to support the school in developing the Action Plan included The Development of Oracy Skills in School Aged Learners (Cambridge University Press) and The Oracy Benchmarks (Voice 21).



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The Impact of the Cluster Group

The school hosted the Autumn meeting of the Shell Cluster. Members of the group were able to experience Forest School, develop an understanding of Thrive from the Lead Practitioner as well as an overview of the interventions and support in place for both Pupil Premium and EAL children. Unfortunately, the IQM Lead was unable to attend the Spring meeting because of a problem with her car on the way to the school.

Overview

Whyteleafe has undergone a period of leadership change since the last IQM visit. A new Headteacher has been appointed although I was unable to meet her on the day. The previous Head has been appointed Executive Head of the local group of schools Chalklands within the Glyn Multi Academy Trust. The IQM lead supports one of the schools within the group one day a week. She is able to share expertise and develop the staff's knowledge and skills to improve their inclusive practice. All the schools benefit from the opportunity to have regular training led by different members of the Senior team.

Parents commented on how much their children "love the school and are really happy" to be at Whyteleafe. Children were very polite throughout the visit, holding doors and responding positively to questions. The School Leaders and School Captains who led the learning walks around the school were all very proud of their school, commenting enthusiastically about the Wheel of Learning and the Behaviour Sapphires. Children eagerly talked about becoming a Star of the Week for their Learning as well as having the opportunity to sit in the Sapphire Seats in the Dining Room if they gain their Sapphire tie. The opportunity to celebrate achievement is very important to the children.

In most classroom children were quietly engaged in their activity with teachers modelling or working with groups of children. It was interesting to see the opportunity for a Brain Break demonstrated through a whole class shared physical activity partway through a Maths lesson. It was evident from meeting with children that they were very focused on improving their English and Maths skills and knowledge. The children were aware that they could ask teachers for help as well as a member of their class. Children described ways of getting better at their learning by "listening and asking questions as well as putting their hands up and responding to two stars and a wish with different coloured pens". They were also appreciative of the access that they had to a range of resources to help them with their learning. Some children commented that the teachers would provide them with their learning resources rather than them accessing them independently.

The children were very proud of their library with its "Alice in Wonderland" theme. The children showing me around the school described how they were able to read a range of books within different colour bands as well as also being able to use the scanning system to borrow books from the library. It was evident that the School Development priority of improving and developing a love of reading was beginning to show progress



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from the enthusiasm with which books was discussed by the children. The opportunity to access Forest School was talked about with excitement as well as swimming lessons in the school swimming pool and the school bees.

The Forest School and Lead Thrive Practitioner have continued to work together supporting the most vulnerable children. The Thrive Room known as the "Wishing Well" within the school, is a key feature of the school's successful approach to support children's social and emotional needs. Those parents whose children had accessed the provision described the care and extra emotional support that the Thrive team provided for their children. Parents commented on the range of strategies that they had been able to use to help their children at home, because of the guidance they had had from the team. Staff have recognised the value of the Thrive approach and are keen to further develop their skills of being able to support the children. Leaders have recognised the need for increased access to a Thrive base at lunchtime with the development of The Beach Hut. The children I met on the visit valued the opportunity of the Wishing Well, describing being able to access it at lunchtime. They were also very keen to share the fact that new gerbils had been purchased by the Thrive team. A sensory space is currently being developed within the Wishing Well room to provide further experiences for children working on the Thrive programme.

Whyteleaf continues to offer a range of curriculum opportunities to all its pupils. Children enthusiastically talked about the different musical instruments that they are able to learn in each year group. Each year group also has the opportunity to have different visits as part of their subject focused learning, from a visit to the local Pizza Express to Fishbourne Roman Palace in Sussex. Some of the children explained the recent learning linked to English and Art about African Animals – they described writing non-chronological report and making animals that live on the African Plains as well as having to talk about the animals. Members of the team and the children that I met during my visit are passionate about their school and the commitment to all children making progress with their learning.

I would recommend that the school retains its Centre of Excellence Award following the updating of its Action Plan with the new Targets. 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 Centre of Excellence status.

Assessor: Jane Whitehurst

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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