



Assessor's Evaluation for the IQM CoE Award



School Name: North Walsall Primary Academy
Derby Street
Walsall
West Midlands
WS2 7BH

Head/Principal: Ms Natalie Hawkins

IQM Lead: Ms Charlotte Carey

Date of Review: 6 May 2021

Assessor: Ian Lowe

IQM Cluster Programme

Cluster Group: Inclusive Allsorts

Ambassador: Sandie Isherwood

Date of Next Meeting: TBA

Next Cluster Group Meeting Focus: Post Covid Recovery

Sources of Evidence during IQM Review Day:

Evidence for the review was gathered from conference interviews via Teams. Interviews on the day of review were carried out with the:

- Assistant Headteachers.
- SENCO.
- Behaviour Lead.
- Speech and Language Team.
- Learning Mentor.
- A school Governor.

An evaluation of the progress and impact of IQM Action Plans and documentary scrutiny informed the review. The school has a thorough Action Plan for the coming year and has accounted for all the actions undertaken since the last IQM review.



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Summary of Targets from 2019-2020

The School's targets from the previous year were based on the school developments focus of raising attainment and meeting individual need.

Target 1

To further develop the school ethos and values that collectively shape the vision of the school.

- All staff to share and devise 5 key messages that encompass the inclusive ethos at NWPA. Suggestions to be discussed at SLT to first identify possible areas to focus on.
- Inclusion team to discuss the children's views on the school's inclusive practice and NWPA and what the children think are important values that should be included in the school ethos.
- Share the draft ethos statement with parents and ask for feedback.
- Final draft to be shared with SLT and governors to ask for comments.
- Inclusive ethos to be launched with children during an assembly and a copy to be displayed in each classroom and on the school website.

Target 2

To develop strategies to support EAL children new to the school particularly in KS2.

- The newly formed EAL team will attend the training event on Friday 8th November focusing on raising attainment of EAL pupils in school. (4 staff including the Senco and Speech and Language lead).
- EAL team to engage in the REAP project with their link school- Chukery Academy.
- EAL team developed environment audit and buy relevant resources with the grant given as part of the project.
- EAL ambassadors to be re launched to build on current practice.
- EAL team to go on visits to look at best practice and share with staff during a staff meeting.
- EAL team using the Twinkle intervention scheme for children new to English to help them gain the basic skills needed to access the mainstream classroom.



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Target 3

Further develop and raise greater awareness of SALT provision and embed whole school programmes to close the communication deficit.

- Whole school Word Aware Training on the inset day.
- Word of the week board in the main corridor. Each week a member of the class will share a new word they have learnt that week in assembly. This will then go on the display board.
- Staff have word boxes. Words in the box to be linked to topic sessions.
- Colourful semantics intervention to run in EYFS for key group of children.
- SALT targets to be displayed in every classroom and referred to.
- Communication audit to be relaunched post Covid to review practice.
- Topic webs visible in all classrooms for topic sessions.
- Communication parent groups to run in Summer 2 for parents with children who are due to start in Nursery.
- School nurse to run ready steady school session in Summer 2.

Agreed Targets for 2020-2021

Target 1

To fully implement the new electronic software Provision Mapper across the school.

Intended Outcome – To provide a comprehensive means of recording provision and interventions including individual targets, reviews and any associated paperwork. The system of provision management facilitates analysis of the effectiveness of provision.

- Provision mapper software to be purchased in summer 2021.
- Due to Covid training is booked for September for SENCO.
- This will then be shared with staff with the aim that autumn pupil passports and interventions will be loaded onto the system.
- Training session needed at the end of autumn 1 to introduce the software.
- A second training session in spring 2 to show staff how to review targets using the new system.

Target 2

To fully implement the new electronic software Provision Mapper across the school.

Continue to upskill the speech and language team within school.

Intended Outcome – To have communication skills embedded within the curriculum delivery and create a communication rich environment.

- Speech and Language therapist runs training sessions on language acquisition and word types in preparation for the training.
- TA attends all speech and language sessions with a child in their class so they can embed skills learnt in the classroom setting.
- SALT target cards on the children's desk.
- Shape Coding training has been booked for the autumn term for staff who have children who require this approach post Covid.
- Communication in print symbols used alongside images for words in the class word boxes.
- SALT to complete 6-week induction with selected staff to expand skills in delivering SALT interventions.

Target 3

To further develop opportunities for parental engagement.

- Increase by 10% at parents' evening in the autumn and spring terms. Last parents evening we had 54% of parents attend.
- School nurse to run parent workshops at least 1 time each term. (Autumn term- dental hygiene, spring term - mental health and resilience and summer 1 - Transition).
- SALT team to engage with nursery parents through speech and language sessions in the summer term.
- Nurture staff to run a play group in summer 2 for new nursery children who are due to start in September.
- Parent drop-in sessions to be relaunched on the website and via the newsletter.
- Translate option to be accessible on the website.



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- Where possible, all parent workshops to have a member of staff who can translate into Urdu.
- Learning mentor to look into English classes for parents either online or in person at the Academy.

The Impact of the Cluster Group

'The termly meetings have enabled staff to share good practice across a larger setting. I was able to pick up a lot of ideas to bring back to NWPA. I found the post Covid session in October very useful as it allowed staff to reflect on the impact of the Covid outbreak and to discuss potential barriers to the children's return.' Charlotte Carey

Overview

North Walsall Primary Academy has, despite the pandemic, undertaken significant amount of work since the last IQM Centre of Excellence review. The Inclusion Manager is also the Assistant Head and, together with her team, continued to ensure that inclusion/well-being is established and is supporting children and families at the most challenging time. As a result, children have come back into school ready to pick up on the structures and routines that support their development. This will enable the school to continue to develop its excellent practice on all aspects of inclusion across the school.

A lot of work has been done this year on the tracking of pupils with SEND and on ensuring that they have 'Learning Journey' books that capture their personal progress. All children have been baselined and support and training has been put in place so that all stakeholders can work collectively to raise standards.

Another focus this year has been on children's well-being and mental health. A focus of this work has been on working closely with the most vulnerable children and families. Phone calls and support were offered and in one circumstance, every day, to ensure that children and families had the tools to complete the work from school but most importantly, to provide support in the mental health of the children and the families. The mentor team often went above and beyond to support families in and out of school.

The school has a tremendous richness of skilled support from the Inclusion Manager/ Senco to the Learning Mentor and Speech and Language team. All are clearly driven to provide the best outcomes for the children in their care. The open-door policy for parents means that they can get advice and support on a range of issues and can be signposted to other agencies where appropriate. For children, the school has been working on developing emotional resilience. This year, this has included introducing areas outside such as the Fire Pit and Polly Tunnel. These will be further developed in the coming year with all pupils. It will provide a rich engagement in learning, but at the same time supports mental health strategies for life. The development of the 'Nature Friendly Schools' has engaged members of the staff and community in supporting its implementation and development. All staff have been trained in these areas and the curriculum is being adapted to meet the needs of pupils by linking it with areas of the national curriculum. This process is being ably supported by the Teaching and Learning lead whose passion for the children is warming to see.



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Another development has been the school's values and ethos, with a consultation document named as 'The North Walsall Way'. This paper has been built on research and linked to the established structures and routines that support the learning and behaviours of the children. This strategy, I have no doubt, will further strengthen and support the school's inclusive interventions that support the school's teaching and learning strategy.

The school is very welcoming and has a warm, positive ethos with an open, friendly, happy atmosphere. The Senior Leadership Team lead by positive example and set the tone for the supportive, caring, framework, where inclusive values are fundamental. The Inclusion Manager, who is also the Assistant Headteacher, oversees all aspects of inclusion, including EAL, SEND and disadvantaged children. The school provides a wide range of different types of support for pupils, led by the Inclusion Manager and the inclusion team, which is targeted carefully at their individual needs and everything is exceptionally well organised with excellent communication between all relevant staff. This is mainly due to the quality of time that she has in order to implement, monitor and evaluate effectively all aspects of her role.

A tour of the school and classrooms highlighted the wonderful inclusive atmosphere within the school with beautiful displays along the corridors and in the classrooms and other spaces, reflecting the school's ethos and values. I was struck by the relaxed self-confidence that is developed in pupils. The relationships between staff and pupils highlighted the positive environment that has been created with children working individually and in groups with their support staff where appropriate.

The children attend nursery part time currently and the school prepares them very well for reception during this time with early intervention strategies where needed. The outdoor area is a wonderful area for children to explore and learn with children happily playing together on the range of activities. The children were very welcoming and excited to greet visitors and it was lovely to see children so happily engaged. Reception has developed a strategy of preparing them for year 1. Here there is free flow for part of the day, but it also now includes greater structure for the core curriculum areas. The environment is very positive with many activities for children to engage in both inside and in the excellent outdoor area. There has been extra staff to support the children as the school quite rightly feels that they have lost the most development during the lockdowns. The school may wish to review the strategy of increasing expectation in Nursery, Reception and year 1 provision in light of the lack of structured development of holistic skills of the children during lockdown.

EAL has continued to be a strong characteristic of the school. It has further strengthened this by creating an EAL team. This team includes the SENCO and Speech and Language team. They have created a baseline and trained staff. This will support in the EAL intervention catch-up programme that is now planned together with specialist reading schemes to support intervention for children that are new to the country. The Speech and Language team is a real strength of the school and they articulated their vision eloquently. The actions that have in some cases already been implemented includes Communication in Print symbols being used, training up an extra member of staff to provide direct intervention, SALT targets displayed, word rich curriculum and communication parental groups to focus on language acquisition.

The school's links with parents has been an important aspect of the pandemic. 'There have been real challenges over the last year or so, but the positive has been our links with parents'. The school has recognised that this has been extremely positive and is keen to maintain and build on these relationships that have been forged. There is a commitment to ensure that they use these relationships to help raise standards for the children. For example, the consultation with 'The North Walsall Way', parental links with the school nurse, speech and language, the mentoring team and EAL team. This has included a website that supports translation, parent drop-ins on the website via the school newsletter and access to staff who are able to translate as required.

The school's Teaching and Learning Assistant Headteacher has a depth of knowledge and knows the children across the school. Both the Inclusion lead and Teaching and Learning lead work tirelessly to support the school strategically, but also by focusing on individual need and support, be that a member of staff or individual child. The passion at which they spoke about the school and children was humbling to witness. The school has implemented a variety of methods to engage with children and family during lockdown from paper based, ICT and in-school provision to support individual needs. Clear analysis was undertaken of all children and a personalised tutor programme has been instigated to ensure that the catch-up is targeted and monitored rigorously. The school has also invested in ICT and emotional literacy packages that engage children in the core subjects to further raise expectations and engagement in learning. The school has begun to develop an effective communication strategy with the SALT team. I recommend that this is continued and developed into a formal communication strategy and explicitly linked with the Inclusion, teaching and learning and pastoral development.

Behaviour and welfare are top priorities and are discussed at all Senior Leadership meetings. The behaviour of children is very good, and this is in part down to the effective behaviour lead. She has worked closely with parents, staff and children to consult and audit behaviour provision. This has led to introducing a restorative system. Staff have been trained and are being supported in its continual embedding post lockdown. Behavioural literacy programmes such as 'Colour me a rainbow' have supported children to express their emotions and begin to take ownership for their actions. The behavioural lead states, 'It's about understanding the root cause' and the tools and expectations are in place for this to develop over time.

The Headteacher, who leads with very high expectations of everyone and high aspirations for all and wants children who often come from very deprived backgrounds to experience a beautiful environment in which to learn. Children are genuinely at the heart of everything the school does, and they are supported, nurtured and encouraged to be independent during their time here. They are able to participate in consultation on a range of issues and the school ensures that children and parents are listened to and that their suggestions are acted upon, for example, with the new fencing erected on the school drive to ensure segregation and safety.

Teaching and support staff are valued for their skills and expertise: classroom teaching demonstrates excellent practice and teachers are continually reviewing and further developing their skills to meet the diverse needs of all children. They also showcase their superb practice to visitors on a regular basis. Support staff play a vital role in the



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school, leading interventions within their year groups and supporting in class. The school develops its staff extremely well and they know they are valued and listened to. The school inclusion lead has taken this further by developing a Steering Development Group for Inclusion and the Senco leads across the Trust of schools in the Midlands. The success of this group in developing audit tools and quality first teach inclusion toolkits has led to the group expanding to London schools. This is an excellent example of how a small school in North Walsall is sharing its inclusive practice and supporting others in their inclusive journey.

Teamwork is an important feature at this school with all staff working together to support the different needs of pupils in their care. They find many ways to share ideas and good practice and they have a very positive approach to meeting diverse needs and to tackling challenging issues. Staff retention is very good, and staff are encouraged to go to visit other schools to support them and to learn from their practice. The inclusion lead explained how teachers challenge each other constantly and learn from each other. This is a result of the very inclusive and inspirational leadership provided by the Head of School and senior team who lead by very positive example and go out of their way to find solutions to the many issues they are faced with in terms of children's needs. Staff are trusted by the leadership team and are given opportunities to try out new strategies and to offer suggestions that they think may work for individuals or groups. Staff, including Governors and SLT spoken to on the day, were extremely positive about the school and about its supportive nature. Some governors are new to role and the school has systems in place so that governors have a good understanding of the school. The school may wish to develop questionnaires on all aspects of school life to use as a baseline to further engage staff and empower collective improvement with pupil, staff and parent voice being increasingly valued.

Exceptional features of this school include the leadership, supporting other schools, ethos, Speech and Language, challenging and supporting all children; the excellent behaviour, self-confidence and positive attitudes of pupils; the excellent teamwork and inclusive practice of teaching and support staff; the excellent partnership work with parents; the exceptional support for children with SEND; the wonderful learning environment in all classrooms, including superb displays and the overall positive, happy, supportive, family atmosphere of the school.

The school is continually developing its excellent practice on inclusion and is sharing its practice with a range of other schools. I recommend that the school retains its Centre of Excellence status and is reviewed in one year's time.

Assessor: Ian Lowe

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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