



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal Mr Nicholas Bradnick-Thompson

IQM Lead Ms Charlotte Evenson

Date of Review 23rd May 2023

Assessor Ms Hilary Thompson

IQM Cluster Programme

Cluster Group Midlands Inclusion Network
Ambassador Ms Jane Flynn
Next Meeting 3rd July 2023
Meeting Focus Outreach Centre

Cluster Attendance

Term	Date	Attendance
Summer 2022	N/A	
Autumn 2022	29 th November 2022	No
Spring 2023	21 st March 2023	No

Evidence

- IQM Action Plan
- Tour of school
- Observation in Rainbow Room
- Observation of Nature Friendly Schools area
- Website

Meetings with:

- Headteachers
- Nature Friendly School Lead
- Parent
- Assistant Head/SENDCo
- Assistant SENDCO
- Pupils
- PHSE lead
- Safeguarding lead



Summary of Targets from 2021-2022

Target 1 To further develop the school's speech and language group (Rainbow Room) in order to support the most complex needs within the academy.

Intended Outcomes: Children will be able to make their needs known to an adult using a personalised communication system.

The SENCO at North Walsall has visited all of the local special schools as part of her own professional development. The SENCO took a parent of one of the children in the Rainbow Room with her on the visits. This has allowed the team to mirror and implement some of the strategies used in these settings and incorporate them into the Rainbow Room. The inclusion of year 1 aged pupils within Rainbow room has changed the curriculum focus and delivery and daily 30 minute phonics and 20 minute maths sessions are now taught within the room. Communication books have been made to support non-verbal children and I observed one child who is highly intelligent but has a severe speech disorder leaving him with only 10 words being able to confidently communicate his wants and needs easily by pointing to the Communication in Print pictures in his communication book. Through the phonics provision in the Rainbow Room this child now knows 26 letter sounds but is struggling to blend due to his speech and language difficulties. The school has also bought into 'Widget Go', an electronic device that enables the communication book pictures to be available online, enabling him to click and drag pictures to communicate his needs.

Communication in Print has been installed on all class devices and a set of universal symbols have been created across the school to ensure consistent support for all children who will benefit.

North Walsall works hard to ensure all planning and approaches are adapted to closely match the bespoke needs of every child. Oakwood Special School has visited North Walsall and observed the provision in the Rainbow Room and provided feedback and ideas, focussing on good practice in supporting transition for pupils with significant communication needs. The school commented on how well resourced and inclusive the space was. Children are monitored regularly from a range of external professionals paid for privately from the schools SEN Budget.

The speech therapist works 2 days a week at North Walsall and the children in the Rainbow room have sessions with her weekly. Each child is reviewed termly by the therapist who then meets with staff and parents to discuss the progress made and the next steps. Speech Therapy work in North Walsall is supported by a Teaching Assistant who has had speech and language training to be able to deliver the WellComm programme to all students in Reception, alongside the provision of Concept Cat and Colourful Semantics.

The Rainbow room provision has been extended this year with the addition of the 'Nursery Snug' within the school's nursery provision. This room is used to support a nursery child with significant needs who is currently unable to access the Rainbow Room. The child will move to the Rainbow Room next year when they are in Reception.



Assessor's Evaluation for the IQM CoE Award



The Nurture Snug will remain in the nursery to provide support and a safe space for any key children in next year's nursery intake.

EYFS staff have been booked onto Makaton training which is booked in for 26th May. This will ensure they have a member of staff training in Makaton Level 1 in Nursery, Reception and the Rainbow Room.

North Walsall has introduced half termly stay and play sessions for children in the Rainbow Room. Parents are invited to stay and play sessions every half term. I spoke to 1 parent of a child in the Rainbow Room during my visit. She spoke very highly of the provision and the incredible support provided to her and her child. She told me; *The SENDCO's door is always open and the support provided by the school has been amazing. They have supported me with paperwork, chased appointments, come along to appointments with me and provided constant reassurance. The school secured emergency funding to provide 1:1 support for my child whilst awaiting the EHCP.'*

The school is planning to introduce 'Talk Boost', a language and speaking intervention for nursery pupils who are assessed as being 6 months behind with language during this academic year. Talk Boost is a 10 week intervention which focuses on naming objects, positional language, texture words and communication. All staff have been trained recently and the school has planned assessments to take place on all nursery children at the start of Autumn 2.

Next Steps:

To introduce 'Talk Boost' in Nursery.

Target 2

Intended Outcomes: Children will have a greater awareness and understanding of the additional needs within the academy. SMSC will be planned and sequenced to represent the multi-cultural society and embrace all nationalities across the academy.

The school has an in-depth PHSE curriculum which covers a vast array of topics which helps develop children's understanding of diversity and acceptance of other cultures. The school uses the Jigsaw curriculum as the basis of their PHSE teaching, which is closely linked to their Safeguarding Curriculum plan which covers a range of national events throughout the year.

The PHSE curriculum covers Being in my world and celebrating differences for half a term throughout the year. This is covered in all year groups from reception-Y6. The children are exposed to a range of cultural books through their writing/ topic sessions. Some examples include – Granda's Dream Catcher in year 4, Handa's Surprise and Don't Touch my Hair in Reception and Mafia in year 6. The school has a new school library and this has a range of books that cover a range of different cultures.

During the year the school takes part in a range of national events including Autism Awareness Day, Children in Need and Red Nose Day. Leaders have introduced 'Big Books' for each year group to celebrate the range of PSHE, SMSC and Cultural activities that the pupils have been involved in. Work covered in PE, the curriculum enrichment



Assessor's Evaluation for the IQM CoE Award



activities, end of topic (fantastic finish) celebrations and the weekly debate activities through 'Votes for Schools' are also included. The books are a lovely record and overview of the breadth of provision each child is exposed to.

Leaders have had to overcome a range of concerns from parents linked to the PSHE and RSE curricula in school. As a result, the school has mapped out the SMSC and PHSE curriculum and shared it with parents on Class Dojo to ensure transparency, sharing vocabulary used. Homework activities are used to help inform parents of future learning and texts sharing the SMSC themes. Concerns have been around teaching linked to LGBTQ+ awareness. The school held parent information sessions as a result and shared the curriculum and how it is taught in each year group and successfully allayed the concerns. Work has also been completed with a number of parents around developing tolerance of other cultures and leaders giving parents a consistent message around everyone being a part of a multicultural society.

North Walsall plans to celebrate PRIDE month this year for the first time, through an assembly theme on how families are similar and different. Care is being taken to ensure all members of the community are comfortable with the content. Staff will add extra sessions in teaching for all children where any specific issues arise.

Next Step: To further develop the work done in school on British Values.

Target 3

Intended outcomes: Increased range of clubs engaging more pupils in extracurricular activities.

North Walsall became involved with Nature Friendly Schools in 2019, when the then Headteacher wanted to get children learning outdoors. The school worked closely with the Black Country Wildlife Trust looking to encourage children to access outdoors for learning and pleasure. The Black Country Wildlife Trust funded wellies, waterproofs, a fire pit, outdoor first aid kit, bags, including clip boards, magnifying glasses and pencils. Having joined the project, the school identified a member of staff to drive outdoor learning. Meetings were held with the Black Country Wildlife Trust and an assessment and review of the environment completed. This identified barriers and opportunities for using the outdoor environment for learning. North Walsall were then chosen as 1 of 3 schools to lead the project.

Through the project the staff member has provided training for all staff on learning in the outdoor environment and modelled activities. The Black Country Wildlife Trust supported in school delivering den building activities, fire pit training and orienteering activities. The project focussed on all Pupil Premium children in KS2 who lacked confidence and self-esteem and included basic circle games to develop confidence and self-belief. Although Covid halted the Nature Friendly School for a time, the school saw the provision as essential. Evidence has shown that outside learning removes barriers to children to share, talk and listen to each other and provides a safe haven for the children.



Assessor's Evaluation for the IQM CoE Award



The Staff member responsible for Nature Friendly Schools is currently delivering sessions one afternoon each week with a focus on year 1 pupils. Year 1 activities have included circle games, social skills and self-esteem, activities alongside learning linked to their topics. The children have made rockets linked for their topic 'moonzoom' using outside natural resources, made landmarks of London from natural resources for their topic on London and completed the CREST Award as part of their science linked to mini beasts. They have also made masks, created a carnival atmosphere and learned Samba dancing whilst learning about Rio in Brazil. All the outside learning is documented in the year 1 big books.

Whilst I was visiting the school, I observed two year groups using the outdoor provision for learning. Year 1 were making minibeast habitats using a range of resources as part of their science topic looking at the properties of materials.

Year 3 was using natural materials to try to make bird nests. The school plans to extend the time available for Nature Friendly Schools during the next twelve months providing opportunities for all year groups to experience learning outdoors.

North Walsall ensures that all children have the opportunity to attend a range of educational visits and extra-curricular activities. All year groups have a school Trip every half term generally linked to their curriculum. Trips in the last 12 months have included a Year 1 Gruffalo trip, linked to their Enchanted Woodland topic. Year 2 visiting Warwick Castle, Year 3 visit to the Space Centre and year 4 trip to Chester Zoo. Year 6 were visiting Oxford University on the day of my visit. The cost of trips is kept to a minimum for the parents through using the 2 school minibuses, and the school has recently trained seven staff as mini-bus drivers. Pupil Premium Funding is used to reduce the cost of trips and payment plans available to enable parents to pay in instalments. Any family struggling financially will be supported by the school. The school provides a free packed lunch for all children on every trip and children are able to choose their sandwich filling, ensuring every child has a nutritional lunch. North Walsall also provides two whole school trips each year; a Christmas trip to a theatre of Grotto and a Summer Seaside trip to Weston-Super-Mare. The trip to the seaside is very popular with the children and all staff and children take part. During the day the children play on the beach, experience wet sand, dig holes and sandcastles and paddle in the sea. All children are also given a donkey ride. The children are provided with a fish and chip or sausage and chip lunch and everyone has an ice-cream.

Across the year the children have the opportunity to take part in a wide range of clubs. There is a waiting list for every club and the Assistant SENDCO monitors attendance and coverage to ensure that all children get to experience at least one club during the year. Clubs are changed every half term and over the year include Lego, Gymnastics, cooking, KS2 sports, badminton, gardening, arts clubs, debate club. School council is involved in selecting the clubs to be offered and the debate club was introduced this year following a request from the pupils.

Changes to the playgrounds have been made since my last visit including the addition of new fencing to create a larger EYFS outdoor area, purchase of more equipment including new swings and slides, more balls and skipping ropes. Equipment sheds are now provided in each playground with the contents changed weekly. Cricket nets have



Assessor's Evaluation for the IQM CoE Award



been added to the KS2 playground at the request of pupils who felt unsafe when balls were being hit across the playground. A reading area has been set up in the gazebo to provide a space for children who prefer quieter playtimes. The children I spoke with were very positive about the changes to the playground and very much liked being able to play together as a Key Stage rather than playing in year groups.

The school provides a free breakfast club and after school homework clubs. To accommodate the school closing at lunchtime on Fridays for whole school PPA the TAs run a Friday afternoon club for a handful of children whose parents work and need to be in school on Friday afternoon. This is supported by 2 staff on a rota basis with the children completing homework for the first half hour and then enjoying video or outside activities till the end of day. Laptops are available in the breakfast club to support children with homework. Additional support is provided for all key children who want to access breakfast club and after school clubs.

Next Step: To extend Nature Friendly Schools to all year groups who have not as yet experienced it.

Target 4

Intended Outcomes: Parents are engaging with in school workshops and activities within the school,

North Walsall has developed and extended its links with Walsall College and promotes free courses for parents. All courses are shared on Class Dojo and as a result a significant number of the parents on the courses are parents from North Walsall. In return Walsall College supports North Walsall with students on placement and volunteering to do painting and other work in the school. Meetings are held between the school and college to discuss support. The school currently has 1 parent who has completed an ICT apprenticeship, having studied entry level maths and an initial 6 week course at the college. This parent is now enrolled to study maths and English from September. Other courses being studied by North Walsall parents include English, hair and beauty and mechanics. Walsall College also runs holiday activity weeks which are well supported by North Walsall families. The school has had 2 parents volunteering in school and they are now completing their level 2 TA course through Walsall College. To further support parents the school has created a catalogue of useful links to localised services for parents. These are also on the school website for easy access.

Leaders are working hard across the school to reinvolve parents following the restrictions during Covid. The school ran 2 parents' workshops during last Summer Term: one a transition event for year 6 parents and a second an EYFS transition to Reception session. 10 of the 30 parents attended the year 6 event and 8 of the 30 parents attended the Reception session.

A major focus on parent engagement has been the introduction of the Stunning Start and Fantastic Finish addition to all curriculum topics. Stunning starts involve an enrichment activity, generally a school trip or visitor into school at the start of each new topic. At the end of each topic the school has an open afternoon for all parents to come and celebrate the children's Topic Work. This has been really well received by the



Assessor's Evaluation for the IQM CoE Award



parents who say they enjoy spending time with their children in school. Fantastic Finish is held across an afternoon to enable parents with children in more than one class to see the work of all of their children. Stay and Play sessions have been introduced in Early Years.

Additional involvement of parents in school this year has included holding a Macmillan coffee morning, Mother's Day and Father's Day breakfast clubs and a return to in person consultation meetings. Parents have also been invited to meetings to discuss changes to the school day as a result of new Government Guidance on minimum hours. All parents have been consulted prior to the decision to increase the length of day by 10 minutes.

The school nurse also offers workshops for parents every half term. These have involved virtual sessions on a range of topics including fussy eating, toilet training; puberty and bedtime routines.

Regular support is provided for parents through providing help with paperwork, school applications and the discrete provision of food vouchers and holiday food hampers.

Next Step: To continue with current involvement with parents including the stay and play sessions.

Agreed Targets for 2022-2023

Target 1: To further enhance the Mental Health offer for pupils at NWPA.

Intended Outcomes: All children are aware of ways to keep mentally healthy and are able to participate fully in the curriculum. Staff will have the relevant training in order to confidently manage any mental health concern.

- Pupil wellbeing champions to be launched.
- All staff to complete the creative education Mental Health courses focusing on how to support a child displaying signs of mental health.
- Staff pre and post training survey.
- Whole school mental health action plan and provision map to be created.

Target 2: To further develop the use of Early Talk Boost and Welcomm in EYFS.

Intended Outcomes: All children to be screened within their first term and any a red/amber will receive targeted support.

- EYFS team to attend Early Talk Boost training 27.03.2023.
- Early communication workshop to be led by Carol Sutton in the Summer term 2023.
- New Nursery to be screened in Autumn 1 2023 with a view that Early Talk Boost starts in Autumn 2.
- Reception to be screened in Autumn 1 and re screened every term.



Assessor's Evaluation for the IQM CoE Award



Target 3: To further develop the work done in school on British Values

Intended outcomes: All pupils will be able to articulate their understanding of British Values including the rules of law, having a voice, accepting and respecting others and having a choice:-

- Identification of gaps in the Jigsaw programme for each year group.
- Plan activities to fill identified gaps.
- Provision of additional Culture Days.
- Introduction of Themed days.

The Impact of the Cluster Group (with details of the impact of last three meetings)

The school has not actively participated in the Cluster Group meetings again this year. The school says it is looking forward to the final meeting this year in July which will involve a visit to an Outreach Centre in the Peak District.

Lack of attendance at cluster meetings has been a recurring feature over the years. It must be pointed out that a major part of the COE/Flagship programme is attendance at all cluster meetings. It does not have to be the same person attending each meeting but it is expected that the school will be represented at all meetings.



Assessor's Evaluation for the IQM CoE Award



Overview

The school has seen some changes to leadership since their last review and now has a new Headteacher who has moved to the school from a Secondary School within the Trust. The Assistant Headteacher is currently on Maternity Leave and the Inclusion Lead is moving to a new position in the Trust from September. The leaders are currently looking at leadership provision from September to ensure inclusion remains at the forefront of everything the school does.

North Walsall Primary Academy is a popular single form entry school with 240 pupils on roll. The majority of pupils have English as an additional language with Urdu being the predominant home language, although a total of 16 different languages are spoken across the school community. The school set up a nurture provision in 2017 and has a mornings only nursery.

SEND provision and Inclusion remains a strength of the school and the school vision continues to support children flourish into confident, successful and well-rounded individuals, by providing opportunities that will enable them to achieve their full potential. The new Headteacher and Senior leaders lead by example setting high aspirations for all and all staff are clearly driven to provide the best outcomes for the children in their care. SEND provision continues to be led by a tremendously skilled and knowledgeable SENDCO, supported by a range of additional support from outside agencies and specialist staff. A Speech and Language Therapist is employed for 2 days every week alongside a trained Speech and Language TA. 32 children in the school currently receive Speech and Language sessions from the Speech Therapist and the Trained Speech and Language TA provides intervention for Reception children using WellComm. The school also employs a play therapist for 1 day per week who is currently supporting 2 boys in year 6 and providing CBT for a pupil suffering with anxiety who is awaiting a CAMHS appointment. The school also buys in Educational Psychology support and CADMUS services. Every effort is made to enable pupils on roll feel safe, access learning and be successful.

The school has seen a significant increase in pupils requiring additional support and has successfully applied for 5 EHCPs during the last 12 months. The school now has 10 EHCPs which is significant in a single form entry school. Two further applications are awaiting a decision. The school has identified that complex SEND issues are showing much earlier and the need for EHCPs in Nursery and Reception is growing quite rapidly. Many will need EHCPs to succeed in mainstream EYFS provision. All 24 of the children in nursery will be making the transition to reception at North Walsall in September. Of the 6 new pupils, one has already been identified with significant additional need and the school is already working with parents and external agencies to secure an EHCP and funding for 1:1 support. A greatly increased transition programme involving 8 additional transition days has been put in place to support this child, with them starting in the Rainbow Room before making a transition to Nursery.

The Rainbow Room continues to provide places for pupils in EYFS with significant Cognitive and Learning difficulties alongside Social and Communication needs. Due to the lack of specialist provision in Walsall, the Rainbow Room is now supporting two year 1 children. As a result, the curriculum has been amended to meet the needs of the



Assessor's Evaluation for the IQM CoE Award



older children with daily phonics and numeracy now being delivered alongside completion of 1:1 learning tasks and a programme of interventions.

The children in Rainbow spend their mornings in the Rainbow Group and return to their Nursery, Reception or Year 1 Class for the afternoons. Where appropriate the Rainbow Children work alongside their own peers. The Rainbow Room environment is a calm, relaxed space, resourced with toys matched to the children's individual development needs. Individual workstations are set up to support children when focussing on 1:1 learning activities. All learning is planned by the SENDCO and delivered either by the SENDCO or Learning Mentor supported by a SEND TA who is fully Makaton trained. The Academy has developed very good links with all the local Nursery provision and the Rainbow Room receives referrals from these nurseries for pupils requiring specialist provision.

Word Aware, a structured whole school approach to promote the vocabulary development of all children through a programme of whole class learning, continues to be delivered across KS1 and KS2 with Concept Cat being used across EYFS. All staff are Word Aware trained. All classes are taught 2 new words every week linked to the topic they are studying. Words are classified as 'anchor' (essential vocabulary), Goldilocks words (target words for children to be able to use) and 'step on' words (additional challenge). The words of the week are shared with pupils during the week. The school shares the words with parents through a knowledge organiser and through a 'word of the week' assembly which is recorded and shared with parents through Class Dojo. Each class shares their word of the week and its definition as part of the assembly. Words of the week are stored in a box in the class and are revisited regularly. Every classroom also has a 'word of the week' display. Colourful Semantics and Communication in print are used alongside Word Aware to support understanding and application into writing.

The academy has now embedded the use of their electronic Provision Mapper. Each child on the SEND register has a 'child profile' which includes their Pupil Passport and interventions and assessments, identifying the progress made. The profile also includes any reports from outside agencies. The SENDCO has worked hard to ensure that all Pupil Passport targets are specific with a clear intended measurable outcome. The Academy has introduced a SEND Audit Continuum using the Cadmus Assessment system, that enables class teachers to track small steps in progress and suggests the most relevant next target for the child. Interventions are assigned based on the targets set for the child.

The school is well resourced with Interactive whiteboards in every classroom, and sufficient laptops for all pupils to be able to access IT as required during lessons. The school has a good range of resources to support pupils with SEND and pupils were observed accessing these independently during my visit. Learning environments reflect the school's ethos and values. Classroom displays are used consistently and effectively in all classes to support learning whilst maintaining an attractive and engaging learning space and the beautiful displays along corridors make the school vibrant and inclusive. The extensive grounds include the Nature Friendly School which has been one of the IQM targets this year.



Assessor's Evaluation for the IQM CoE Award



Assessment for Learning is supported through Fisher Family Trust and the use of Rising Stars Assessments which provide reports on each pupil, identify gaps in learning and make suggestions for interventions. The school does not believe in withdrawing pupils and all interventions are delivered within the class except for Play Therapy and any SEMH intervention. Interventions used within the school include SOS Spelling, Precision Teaching, NESSIE in Reception and dyslexia sessions. Pupils in the Rainbow Group are assessed using the EYFS Profile alongside Fine and Gross Motor assessment.

Teamwork remains an important feature of the school and leaders have ensured that staff and student well-being is addressed effectively. In school a 'wellbeing fairy' provides a shout out and some chocolate to a nominated member of staff and a 'Secret Saviour' will leave a pick me up note and small gift for staff. The school has also bought into the Vivup High 5 recognition APP. The learning mentor, as a trained counsellor, also supports staff alongside staff and pupil mental health first aiders. The inclusion lead is currently completing the Government senior leader Mental Health training. All staff have completed three additional 'Creative Education' modules; 'Conversations following disclosure', 'Typical signs of mental health' and 'localised services of support'. The school has completed a project with the pupils on feelings and emotions that has involved linking different feelings to sweets. A lovely display, identifying the sweets chosen to link to each feeling, alongside reasoning for the choice is prominent in school.

Families in need continue to be supported well by the school. The provision of food vouchers and holiday hampers has continued post Covid for identified families. The school is discrete in the provision of the vouchers and hampers to ensure parents are not embarrassed. The school has also used some of the Pupil Premium Funding to purchase a stock of uniform which can be loaned to pupils following accidents and spillages, but that can also be provided to families in financial need.

Behaviour in the academy continues to be good and the 'North Walsall Way' is now clearly evident and embedded in the school's behaviour management strategies. 'Walking Hands' is now embedded in everyday activities within school and the SLANT behaviour strategy; Sit up straight, Listen, Answer and ask, nod your head, never interrupt, track the speaker, is clearly evident and embedded in all classrooms. Good to Be Green is used consistently in all classes and displays are evident in all classrooms. Children are rewarded for good behaviour with DoJo points and the school has recently introduced a Class Dojo incentive that rewards classes when they reach identified amounts of Dojo points; 1000 Dojos = 15 minutes of a fun activity, 2500 = Extra play, 5000 = cooking activity & 10,000 = Bouncy Castle afternoon. The school has purchased a bouncy slide which they use for fundraising activities alongside rewards.

The Academy works closely with the other schools in the ATT Trust across the Country and has taken the lead with implementing the SEND Audit Continuum. Close links have been forged with nurseries in the area and the school has very good links with North Walsall College offering sessions for parents and holiday sessions for children at the College site. Children playing musical instruments in the school are encouraged to join the Walsall Music Education Hub ensembles and the children play in regular concerts.



Assessor's Evaluation for the IQM CoE Award



Having discussed the progress made since the last IQM review and the school's plans for the future, I have no hesitation in recommending the school continue to be awarded Centre of Excellence status and be reviewed again in 12 months' time. The school is not looking to move to Flagship status this year due to the changes in the leadership of inclusion.

Assessor: Ms Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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