



Inclusion Quality Mark (UK) Ltd

6th July 2016

Mrs Ann Parish
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Shackleton Primary School
Pearcey Road,
Bedford,
MK42 9LZ

Assessment date: 28th - 29th June 2016

Summary

Shackleton Primary was awarded the Inclusion Quality Mark award in 2013, this report is in reference to their reaccreditation 2016. Founded in 1928 the school was an infant and junior school before becoming a lower school in 1974/1975 converting to Primary School status in 2013. Their most recent Ofsted report (2013) judged them to be Good in all areas, with particular mention of:

“Children join the Reception Year with skills that are generally well below those typical for their age. They make good progress throughout the school. Pupils are on track to reach expected levels in reading, writing and mathematics by the time they leave the school.

Excellent support for the pupils who speak English as an additional language means they make rapid progress in speaking English and in other areas of learning. The many pupils who join the school at different points throughout the year make good progress from the time they arrive.”

The following points were noted from the report:

“Standards are now rising rapidly in reading and mathematics, but the improvement is not yet so clear in writing. Older pupils do not write enough extended pieces of work. Opportunities are not always taken for the youngest pupils to develop their speaking and listening skills. The most-able pupils are sometimes given work that is too easy for them.

The new leaders responsible for looking after different year groups have not yet become fully involved in their new role. They do not give sufficient help to classroom teachers.

Although improving, attendance over the last year was still just below average.”

I can confirm from my discussions and the documentary evidence provided for me during my visit that the school has taken on board the comments and have implemented clear and effective action plans to make the necessary changes.

There has been considerable new building work on the school site to accommodate the increased numbers of children, numbers will continue to increase over the next twelve months with 90 children due to be admitted into reception, changing the school into a three form entry. The new building currently provides accommodation for children in years 4, 5, and 6.

One of their feeder nursery schools (Cherry Tree) is located on the same site and strong transition links have been established between Cherry Tree and the other two nursery provisions (Peter Pan and Southway). The school has also established strong professional and transition links with nearby Bedford Academy.

During my visit I was able to visit all areas of the school including the unfinished areas intended for reception classes. Children I met during my visit were brilliant ambassadors for the school, being welcoming, inquisitive and engaged in their learning. Communal areas are carpeted and the walls are full of outstanding displays which reflect children's work, achievements and records of events/trips. Classrooms are, without exception, carefully arranged allowing children to engage in seated independent work, social discussions and active practical work. The quality of displays continues throughout the teaching and learning areas, classrooms have working walls, resources, pupil's targets etc, together with current and regularly updated examples of work. The behaviour of all the pupils I met during my visit was exemplary.

The school promotes a highly effective child centred approach to teaching and learning with all staff aiming to develop a love of learning and for children to become independent learners. This approach is based around meticulous assessment and evaluation together with highly structured teaching which in turn enables access for all.

The forward looking staff are highly motivated supported and lead by an inspirational management team who have high expectations and provide opportunities for the development of middle leaders in the school.

My visit was conducted over two days during which time I met with:

- The Head Teacher
- Deputy Head Teacher
- Assistant Head Teacher (EYFS manager)
- SENDCO
- Learning Mentors
- Family Worker
- School Governors
- Parent representatives
- Representatives from the School Council
- Rising Stars (after school club)

- Specialist teachers (Music, French, EAL)

I was also able to visit several classes to observe teaching and learning sessions.

The SER document submitted to IQM is both comprehensive and accurate, it is a true reflection of the inclusive ethos throughout the school. Other documents provided for scrutiny are as follows:

- SEF
- School policies: Behaviour and Discipline, Child protection, Assessment, E safety, Speech and Language (also available on the school website)
- The Local offer
- Governors reports
- Pupil Premium expenditure
- The School Prospectus
- More able and talented information
- After school clubs
- Previous IQM report

All staff have been involved in the IQM process and have made valuable contributions to the document. The SER document is a clear example of the levels of expertise, attention to detail and professionalism of all staff. During my conversations with members of the Senior Leadership Team, interest was raised in achieving the further accreditation of IQM Centre of Excellence status.

All dedicated staff work tirelessly to establish an exciting and motivational learning environment, in which children respond and thrive. The dynamic Senior Leadership team are passionate and determined to drive the school forward involving all key stakeholders and are innovative in their approaches to parental involvement and ways of ensuring every child has the best possible opportunities from what the school can offer.

Growing numbers and increasing complexity of pupil needs requires all staff to promote a “Growth Mindset” towards teaching and learning, the curriculum is broad and varied which in turn engages and enthuses learners.

Both teaching staff and members of the teaching support team spoke highly of the professional development opportunities offered to them together with regular updates to existing training models. The school invests into a skill audit for all staff ensuring that internal training is delivered by experienced and knowledgeable staff. There is a sound understanding of the Inclusion agenda by all teaching and support staff and pupil feel both motivated, safe and involved in all aspects of school life.

The evidence presented to me during my visit to the school and information contained within the Self Evaluation Report clearly demonstrates the outstanding practice in place within the school and the on-going commitment to Inclusion. The school has identified realistic future plans across elements of the “SER” and has set some challenging targets, I am confident that it has the capacity to sustain and develop inclusive practice and the



IQM Self-Evaluation Report



level of expertise shown clearly reflects a school which already meets the challenging standards of the IQM Centre of Excellence.

It was a great pleasure to visit the school and to be given the opportunity to experience at first hand such an exciting, happy and motivational environment.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Dave Stott

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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

Element 1: The Inclusion Values and Practice of the School

I was able to verify from my discussions with staff that they were involved in the whole IQM process and the culture of the staff team is one of ownership with an ethos of inclusion. The SER document gives detailed information relating to what the school offers and also the strategic direction of the school. The school places great emphasis on developing a “learning journey” for the pupils and makes very practical arrangements to address both academic and social, emotional development. Before and after school clubs with a range of extracurricular activities, direct links to the wider community and supervised lunchtime activities are further examples of the school’s approach to inclusion. All the pupils I met during my visit told me how much they liked being at Shackleton Primary and spoke highly of the staff and the tremendous range of activities available to them.

Strengths:

1. Highly effective lines of pastoral care and communication within the school (staff briefings, email, face to face, informal/formal meetings). All staff fully know and understand the individual needs of children and provide stimulating environments, illustrations, resources and equipment.
2. Innovative approaches to include all pupils throughout the school day: before and after school clubs, anti-bullying ambassadors, play leaders, art therapy sessions, national and international links with other schools, collaborative ventures (Sing out, professional study groups).
3. Very high level of staff satisfaction in the school. The senior leadership team have a very clear ethos and vision for the school which all staff buy into resulting in consistently outstanding and effective teaching and learning.

Areas for Development:

I am in agreement with the identified areas for development in their IQM Self Evaluation Report. Action plans are in place to address these areas:

1. Ongoing CPD linked to the school development plan.
2. Further development of the role of Family Worker.
3. In recognition of the needs of individual pupils the school is reorganising the SEND department (assistant SENCO, specialised TA’s for speech and language).
4. Further development of Peer observation evaluations.

Element 2: The Learning Environment, Resources and ICT

The school has undergone some major building works over the past couple of years to accommodate the increasing numbers on roll. A new classroom block with class room and specialist areas has been recently completed and work is continuing on changing the layout and facilities available for the reception department.

The older part of the school does have some free space areas which have been creatively used to provide break out areas for intervention work, meeting rooms, storage and specialist provision. Increasing pupil numbers over the next twelve months will mean further reorganisation of the space available.

All classrooms are well equipped with ICT hardware including interactive white boards, iPads and PC's. New classrooms have been furnished to meet the needs of both curricular and specialist teaching. Staff recognise the importance of providing a safe environment for all users and provide comprehensive E Safety advice and training for pupils, staff and parents.

The school has also recently invested in a range of playground equipment including large apparatus and small game items. The whole site is well maintained and litter free providing a very welcoming environment for parents and visitors. The school makes excellent use of the facilities available, the playing field to the rear of the buildings is used during normal timetable plus lunchtimes and after school. Gardening club, Forest Schools are all additional activities offers to all pupils.

Strengths:

1. Excellent facilities and resources throughout the school. Classroom areas are well equipped with ICT forming an integral part of all lessons, staff are confident in the use of technology and comment most favourably on the levels of engagement of pupils.
2. Outdoor spaces are well planned, used creatively and carefully thought out.
3. The whole school site is well maintained and litter free. Whilst providing an engaging and motivational environment the staff fully recognise the impact of stimulus on the learners.
4. Innovative approaches to teaching and learning: Apple airplay in all classrooms, dual language talking pens (EAL provision) Reading Eggs, Purple Mash, My Maths (online resources accessible at home and school).

Areas for Development:

Future plans as documented in the SER involve further CPD for staff to increase their knowledge of "the ever changing world of ICT," the development of outside spaces (Forest Schools and possible build of a Multi-Use Games Area/MUGA).

As there is to be a considerable increase in pupil numbers, I would also recommend the school investigates the possibility of providing more adaptable/modular classroom furniture which would allow teaching areas to be flexible and more able to meet the individual teaching and learning styles of pupils and staff. Companies such as “Zioxi” (zioxi.co.uk) already supply other IQM schools (Simon de Senlis, Northampton).

Element 3: Learner Attitudes Values and Personal Development (based on in-school observation and discussions with learners)

Evidence relating to Learner Attitude and Personal Development was verified during the IQM assessment with particular reference to policies and procedures, assessment, goal setting, transition, positive staff-pupil and pupil/pupil relationships.

During my visit to the school I spoke to children in their learning environments and also observed several teaching groups. French, Music, Read/Write/Inc intervention groups. Without exception children were highly motivated and engaged in the activities and the detailed tracking information provided indicates that this intense pupil involvement transfers into outstanding progress and attainment.

The school places great importance on the accurate assessment of all pupils and uses this information to identify “gaps” in learning and how students can close the gaps in their knowledge and understanding.

There is clear evidence of a “growth mindset” approach to learning with a strong “Can do” ethos to teaching and learning in support of this the school has appointed Learning and Behaviour Support mentors.

Strengths:

1. Learner attitude and development is promoted by the positive relationships created between motivational and experienced staff members and pupils who feel safe, supported and motivated to succeed.
2. There is a wide range of curriculum and extended activities (as noted in IQM SER) to support the development of confidence, self-esteem and independence.
3. Pupils feel safe in the school and are able to approach any member of the staffing team should problems arise. This, in turn, is reflected in the very positive comments from parents and carers.
4. Extensive range of educational visits (Knebworth Park, Kingswood, Duxford museum, Warwick castle, Wimpole Farm, Marston Vale.)

Areas for Development

1. CPD to meet assist staff in meeting the complex and changing needs of pupils with particular focus on: British Sign Language, ELKLAN, Nurture group provision.

Element 4: Learner Progress and the Impact on Learning

The IQM Self Evaluation document gives and clear evidence of learner progress and impact on learning, which was verified on the day of my visit. The most recent Ofsted report (2013) also documents the following:

“Detailed checks on every pupil show accelerating progress in English and mathematics through Key Stage 2 for those already in the school at the start of Year 3. Those who join the school during Key Stage 2 receive the same effective support as that provided in Key Stage 1 and they also begin to make good progress. The school’s projections based on current performance and the quality of work in pupils’ books show that, by the end of Year 6, pupils’ attainment in English and mathematics are set to match national averages. This represents good progress from their starting points, particularly in mathematics and reading.”

Detailed assessment and monitoring confirms the progress, relative to their starting points, made by learners. The meticulous planning of individual education plans ensures that pupils’ barriers to learning are addressed and catered for. Pupil involvement in this planning and monitoring practice engages the learners and provides a key motivator.

Strengths:

1. Detailed initial assessments with relentless and rigorous tracking/monitoring of progress and achievement. e.g. Read/Write/Inc.
2. Moderation with schools in the local area including special, primary and secondary.
3. The school staff are highly skilled in identifying individual needs and are able to quickly respond with bespoke individual education plans to meet those needs.
4. Pupil progress meetings including all relevant staff are a particular success factor in the monitoring and tracking of pupil progress and achievement.

Areas for Development:

As identified in the SER:

1. To complete staff training in the use of RWInc, Maths makes Sense and Primary Matters.
2. Establish Forest schools.
3. Complete and implement the action plan for Family Support Worker.
4. Investigate use of ICT to baseline, monitor and evaluate pupil progress (Pupil Attitude to Self and School PASS, MintClass.com, Class charts, Emotional Literacy Assessment and Intervention, Go4Schools).

Element 5: Learning and Teaching (monitoring)

Monitoring of teaching and learning is relentless. The school places great importance on the regular assessment of teaching and support staff and includes the support and advice of outside agencies and providers (School Improvement Partner, RWInc Consultants, Diamond Learning Partnership Trust: Cambridge).

During my tour of the school I noticed that teachers and support staff are very responsive to the needs of the pupils and have the necessary skills and expertise to be able to quickly change/amend lessons to cater for interest levels. Joint PPA time for teachers and support staff enhance communication, planning and evaluation.

Strengths:

1. Objective based tracking and monitoring of Teaching and Learning.
2. Performance management and appraisal systems are embedded and targets impact on learning and achievement and are clearly linked to the overall school development plans.
3. Clear and effective teaching and learning policy adhered to, consistently, by all staff (marking policy, feedback systems) Feedback is seen as a vital component of the engagement and challenge for all learners.
4. Differentiation is an integral part of all teaching and learning activities, consistent use of positive language and recognition.
5. Effective use of self-assessment to confirm learning and understanding. Feedback is seen as a vital component of the engagement and challenge for all learners.

Areas for Development:

1. Forest School training.
2. Completion of specialist training (ELKLAN and SENDCO).
3. Further use of ICT to aid communication between staff (Yammer, One note etc).

Element 6: Parents, Carers and Guardians (referred to as parents in document)

My conversations with parents during my visit confirmed the information given in the SER document. Parents see the whole “journey” from initial communication and admission through to transition into secondary school as excellent. The school has developed very good relationships with parents and carers, I was able to witness at first hand the warm welcome given to parents and children at the beginning of the school day. Response to parental questionnaires and attendance at review meetings indicate they are unanimous in their support and praise for the school. The comments relate to the positive “feel” of the school and the wealth of opportunities available. The school regularly surveys parent opinions and acts on the findings. Recognising the problems of keeping in touch with parents who are spread over a very wide catchment area, the school uses a variety of communication systems

Strengths:

1. Good home/school communication, parent satisfaction monitored by regular feedback questionnaires. Innovative communication systems such as the closed Facebook contact account.
2. Direct help and assistance for parent with EAL.
3. Advice support to all parents re safeguarding, e-safety,

Areas for Development:

As noted in the SER:

1. Ensure EAL is a consideration in all future recruitment

Element 7: Governing Body and Management: External Accountability/Support

I was able to verify to comprehensive information regarding governor involvement and training as detailed in the SER together with further details relating to support and advice from outside agencies. This also extends to collaborative work with neighbouring schools (Goldington Green Academy, The Bedford Academy).

The school has also gained the International School Award (3rd time).

Strengths:

1. Governors are involved in the day to day activities of the school, and play an active role in longer term planning.
2. Experienced and widely representative.
3. Supportive and challenging.

Areas for Development:

There are discussions taking place regarding the future status of the school (Academy status) and proposed partnership with two local Primary Schools and Bedford Academy (secondary).

Element 8: The School in the Community - How this Supports Inclusion

The school has worked very hard to establish its high standing within the community. Direct support (translations, Festivals, Themed weeks) are all examples explained in more detail in the SER. The school has formed links with a wide variety of local businesses and providers:

- Bedford RUFC
- SSG Sports
- Falcon Gym
- Salvation Army
- Foodbank vouchers
- Prebend day Centre

Areas for Development:

The school is in the process of sending out questionnaires to all stakeholders to gain views and evaluation of current activities plus they are constantly looking to develop further support to parents and carers.