

Award: Sandwell Inclusion Quality Mark SIQm

School: Old Park Primary School

Date of Moderation Visit: 4th July 2016

Award Date: Summer 2016

Review: Summer / Autumn 2019

Sandwell Inclusion Quality Mark.

The Sandwell Inclusion Quality Mark (SIQm) is a two part, moderated self-evaluation tool developed with Sandwell schools to recognise and develop educational and social inclusion, support maximum attainment and enhance life choices for all.

Part One : Review of Stakeholder Perceptions.

The review of stakeholder perceptions is of critical importance in the development of a shared understanding of and commitment to inclusion and achievement for everyone. The moderation process considers the rigour with which the process was carried out, how representative the coordinating group is of the wider school community and how the school has responded to the views of stakeholders.

At Old Park Primary the SIQm coordinating group is fully representative of all stakeholder groups within the school community: Parents (3)

Pupils (7, including young carers)

SEND Governor

Premises Manager (who is also Forrest School Lead)

Family Liaison Officer

HLTA (3)

PHSE Coordinator

Deputy SENCO (Y1 class teacher)

DHT / SENCO (SIQm Lead)

Head Teacher.

The questionnaire process was completed thoroughly, analysed effectively and reported in a clear and structured manner. 90% of parent questionnaires were completed and returned, which is an excellent response and the school has adopted this format for other questionnaires. This process, including extensive working party involvement was used in 2012 to inform development before applying for the award.

The school report that they found the recent self-review process an excellent tool to reflect upon their successes and identify actions to move inclusive practice still further. From their initial use of this tool in 2012, inclusive practice has evolved and is at the heart of the whole school ethos, an integral part of the School Improvement Plan and they were 'overwhelmed by the responses' from parents. A particular strength has been how it has been used to develop parental involvement and community links within the school.

Target areas for development arising from the questionnaire process:

1. To extend community links.
2. To extend our celebrations of our diverse community and families.
3. To allow further opportunities for parent / teacher information sharing.

Part Two: The Self-Evaluation Framework

The second element of the Sandwell Inclusion Quality Mark requires schools to evaluate the effectiveness of current policy and practice. The framework is organised under five section headings, sub-divided into a number of aspects each of which contain clear statements of expectation within a developmental progression. The portfolio of supporting evidence submitted by Old Park Primary was of extremely high standard - thorough, extensive and particularly well organised providing a broad and highly illustrative overview of the life, culture, ethos and crucially, the effectiveness of the school.

The notes and examples of good practice identified below are a very small representation of the exceptionally positive and broad range of information gathered during conversations with representative groups of stakeholders from across the school community.

Section 1

Leadership & Management.

Aspect 1: A Shared Vision.

Aspect 2: Policies.

Aspect 3: Roles and Responsibilities.

Aspect 4: Finance.

Aspect 5: Accountability.

Aspect 6: Procedures.

The school's self-evaluation of Leadership and management is at the Enhancing level.

The Head Teacher was asked to use three words to describe her school and immediately chose 'committed – to every stakeholder', 'happy' and 'aspirational – for every child and every member of staff'. Inclusion is actively promoted, but is actually 'something ingrained, in the values and ethos of the school'. SLT provide strong leadership and very clear guidelines, 'consistent expectations, academically and as a community'. 'This is what we expect for every child', including recognising and congratulating pupils for academic achievement and positive behaviour, a consistent behaviour policy across the school, 'making children

feel, know that they belong' and a clear focus upon the School Improvement Plan, 'making it more visible'.

The Governing body has a strong and visible role within the school, class visits, learning walks, observing interventions, the SEND Governor has a regular slot in the school newsletter and there is a shared understanding of and commitment to meeting the needs of children and families within the school community. There has been a significant investment in the appointment of a very effective Family Liaison Officer and the Governing body agreed to an interim request to fund an exceptional level of support for a child in significant crisis.

Section 2

A School for Everyone

Aspect 1: School Ethos.

Aspect 2: Welcome.

Aspect 3: Celebrating Difference.

Aspect 4: Celebrating the Achievement of All.

Aspect 5: Listening to Pupils (Pupil Voice).

Aspect 6; Peer Group Ethos.

Aspect 7: The Wider curriculum.

Aspect 8: Safeguarding Pupils.

The school's self-evaluation of this section is at the Enhancing level.

Pupils are encouraged to talk about their feelings in a safe, sharing environment, and guided in developing the vocabulary to express themselves and understand the feelings and needs of others.

Pupils are very aware of the school council and have a good knowledge of the roles and responsibilities of council members, including those of the 'Young Carers Rep' and 'Autism Rep'.

There is a strong feeling of pride amongst pupils – pride in their school and most importantly pride in themselves, and although there is an atmosphere of shared commitment between staff and pupils, they were very keen to inform the moderation team of 'all the things the school has done for us', for example:

'given me the stuff I that I need to have a bright future'
'taught me to always be myself and take the right path'
'helped me to have lots of friends'
'taught me how to resolve arguments and problems'
'built me up ready for high school'
'taught us to be proud of ourselves'
and a very heart felt:
'gave me spare activities like colouring sheets so that I have something to do at home'.

Section 3

Teaching and Learning

Aspect 1: Inclusive Curriculum.

Aspect 2: Curriculum Content.

Aspect 3: Resources.

Aspect 4: Teaching Assistants.

Aspect 5: Progress / Attainment.

Aspect 6: Continuing Professional Development.

The school's self-evaluation of teaching and learning is at the Enhancing level.

The SENCO provides a strong lead on 'getting it right for everyone in the classroom' and there is a continuous emphasis upon the provision of an effective, stimulating curriculum for all 'making sure to sure touch on everyone's interests'.

Teaching is outstanding overall, built upon a strong 'from good to outstanding' framework of collaborative working between coach and teacher.

The words of one pupil provide an excellent synopsis:
'teacher's inspire us to be the best we can – there's no limit'.

Section 4

Community

Aspect 1: Parents and Carers.

Aspect 2: Transition.

Aspect 3: Working with Other schools.

Aspect 4: Working with the Community.

Aspect 5: External Agencies.

The school's self-evaluation of this section is at the Enhancing level.

The Family Liaison Officer uses a 'how can we help you' approach, building contacts with housing, benefit and other agencies and signposting parents. Parents are very appreciative everything that school does to support them and their children, but as was the case with the pupils, there is a very strong impression of shared working, of mutual respect and each learning from the other. Parents feel and are just as nurtured and valued as pupils.

Forest school supports Family Learning Groups,' turn out is big' and it 'gets everyone involved'. The 101 list, a booklet for parents and children identifying '101 things that every child should do before they leave primary school' provides a strong link between home and school and has been carefully designed to enrich and extend the life experiences of pupils via low or nil cost activities.

The large group of parents who met with the moderation team had an exceptional knowledge and level of understanding of the range of interventions and support strategies used within school. This must reflect the high level and enhanced quality of information sharing and guidance offered to parents.

Suggested development points from the process:

- Continue to raise awareness of young carers through Pupil Ambassadors.
- Enhance the challenge role of the SEND Governor.
- Continue to develop pupils' sense of ownership in their school by inviting pupil views on the quality of their learning experiences and responding to these as appropriate.

The Quality Mark Award

Old Park Primary School is to be commended for the exceptional level of commitment, creativity and professionalism shown by staff across the school. The Head Teacher and DHT/SENCO provide an outstanding lead and have empowered their whole school team to provide enhanced educational, cultural and social opportunities within a truly inclusive environment. There is much exemplary practice which should be shared with other schools.

This is a school committed to the whole child, their futures and their families. The moderation team are very pleased to award Old Park Primary School the Sandwell Inclusion Quality Mark at the Enhancing Level and would like to thank the school for the welcome and support shown to the team during the moderation visit.

The Moderation Team

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