



Assessor's Evaluation for the IQM CoE Award



School Name: Homerswood Primary and Nursery School
Kirklands
Welwyn Garden City
Herts
AL8 7RF

Head/Principal: Mrs Debbie Shirley

IQM Lead: Mrs Maxine Wilson

Date of Review: 16th June 2020

Assessor: Mrs Anne Spencer

IQM Cluster Programme

Cluster Group: Shires Learning Cluster

Ambassador: Anne Spencer

Date of next meeting: To be agreed (due to COVID-19)

Topic of next meeting: TBC

Sources of Evidence during IQM Review Day:

- Website.
- Performance Tables.
- Submitted IQM Paperwork.

Discussions with:

- Inclusion Lead.



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Summary of Targets from 2019-2020

The school's targets from the previous year were based on the school development foci towards:

To deliver STEPS Training and Well-Being Training to Parents and Carers to ensure consistency and improved confidence in managing challenging behaviour.

The framework for the STEPS approach has been shared with parents and is updated with annual presentations. Parents now have a clearer understanding of strategies to address behaviour. Staff share documentation with parents so that they understand the process of anxiety mapping and the term conscious and unconscious behaviour and what it means. The impact is that there is consistency in the approach to managing behaviour both at school and at home. This means that pupils feel more secure and safe as parents model the STEPS approach at home. As the Inclusion Manager stated, working in partnership with the parents brings 'a consistent approach which brings continuity and calmness. Everything we do to support a child's behaviour is in discussion with parents.'

This reflects the time spent and the importance the leaders place on empowering and engaging parents to support positive outcomes for their individual child whatever their need.

To support Class Teachers with the Management of Additional Adults within the Class to improve outcomes for SEND pupils.

The learning walks by leaders focussed upon the 'Assess, Plan, Do Review' cycle to support improvement in the quality of interventions for pupils with additional needs. Actions were put in place from the outcomes of the learning walks. Observations were then carried out to review the quality of Wave 1-3 interventions: Wave 1: Quality first teaching, Wave 2: Additional interventions to support pupils to work at age related expectations or above and Wave 3: Additional highly personalised interventions. The impact of the learning walks and observations meant that interventions were more effective once new strategies were put in place following the feedback from leaders. Tracking of interventions and the impact are discussed in the termly class reviews attended by the Class teacher, Inclusion Manager, Head, Deputy, Assistant Head, the English, Maths and Foundation Leads. Personalised targets are addressed and the accountability for their implementation is agreed.

The impact is that leaders and class teachers have a clear structure in place to ensure the quality of the provision. All interventions are mapped out on the class overview and provision map. It means that there is a holistic approach with a clear record of the focussed approach to any intervention which is reviewed in terms of pupil outcomes. Funding is carefully designated on a need basis.

The Inclusion Manager discussed the impact of the rigorous monitoring and tracking. It ensures that every intervention has a positive impact on pupil outcomes. It also means that there is a clear understanding of each person's responsibility and accountability regarding interventions.



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To develop the Aspirations of the Year 5 Pupils to Improve their Awareness of what is Achievable.

The current Year 6 pupils have visited the University of Hertfordshire's Engineering Faculty. A visit was also planned for the Year 5 pupils but sadly, due to Covid-19, the visit has been delayed. However, the Year 6 pupils gained immensely from their visit. They began to understand about university life having had the opportunity to speak to current students and lecturers.

In addition to the visit to the university, the Year 5 pupils visited the STEM Centre in Stevenage. This supported and linked to the Spring topic on Space. All school trips enhance the topics within the school curriculum to support the knowledge, skills and understanding of all the pupils. Pupils have a voice to suggest topics and trips according to their collective interests.

To support the pupils to become confident to make the correct choices, other events have been planned or have taken place. This includes a 'Feeling Good About Me' day to address well-being, a Young Chef of the Year competition where all Year 5 pupils cooked a three-course meal for a 'hero'. A targeted workshop 'Prison Me! No Way!' which was aimed at Year 5 pupils exploring future aspirations and behaviours.

The extra curricula activities ensure that pupils have time to enjoy experiences that are both informative and of benefit to their emotional well-being as well as allowing pupils to think about future aspirations and the importance of the choices they make.

Ensure the Effective use of Chromebooks and iPads to support SEND learning opportunities.

The effective use of Google docs and Google Sheets has been embedded into staff communication and meetings. This means that many useful documents have been developed including Pupil Progress Class Year documents, school policies and reference sheets.

The Collins Connect website has colour coded E-books to support pupils with SEND. The impact has been that pupils are motivated and engaged in reading.

Clicker apps are being developed across the school providing pupils with the correct amount of support and challenge but allowing independence in writing.

The effective use of technology to support a blended learning environment has meant that learning has continued in lockdown. Teachers have stayed in contact with their classes and each other as well as the parents. They have upskilled themselves so that they are confident to produce virtual quality first teaching.

To continue to develop the role of the Subject Leader to ensure subject knowledge and expertise are shared.

The termly provision mapping meetings have been attended by both the Maths and English leads. The impact has been that subject knowledge and expertise has been



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cascaded down to all teachers which has had an impact on classroom practice to improve the outcomes for all pupils. It also means that the interventions reflect the needs of the learners in a precise and impactful manner.

The excellent practice is being rolled out to the other subject leads. All schemes of work focus on the 'Intent, Implementation and Impact' of the curriculum in every area across the school.

Establish an Increase in the Level of Community Participation within the School.

The leaders are intent on ensuring that the school supports the local and the national community. This includes participation in events such as Children in Need as well as supporting the chosen school's 'Charity of the Year.'

During lockdown, the school community has been updated by the Head on the school's Facebook Learning Blog. The parents have enjoyed this daily communication of support during these challenging times. One parent informed the Inclusion Manager that the family have thoroughly enjoyed reading the blog at bedtimes. In addition to the daily blog, the Head has carried out weekly live assemblies. This is an important visual interactive platform for the school community to come together twice weekly.

It is true to say that each 2019-2020 Centre of Excellence Target has been achieved.

Agreed Targets for 2020-2021

To Support the Pupils, Parents and School Community on the Return to School after Covid-19 Lockdown to Support a Confident Return to School Life.

- To build resilience and trust from the extraordinary experience the school community has faced.
- To access online course 'Preparing ASD Pupils for a return to school'.
- To access webinars to address transition needs.
- To ensure the Educational Psychologist works with the school to meet the needs of certain pupils.
- 'Assess, Plan, Do, Review' to ensure a personalised approach for the most complex pupils.
- To ensure close relationships with parents and carers continue to listen to their experiences during lock down so that pupils can be supported accordingly during transition from home learning to school based learning.



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To Embed the New Curriculum ensuring there are clearly defined Steps in all areas to Support SEND Learning Needs.

- To develop positive relationships between pupils, the parents and staff to support pupil outcomes.
- To monitor relationships and outcomes during termly pupil progress meetings.
- To ensure all staff understand individual pupil's learning preferences so they can build positive experiences within the classroom.
- To ensure the pupils are challenged and feel safe to learn free from anxiety.
- Ensure all EHCP meetings capture what a pupil has achieved and their next steps with fully prepared documents as evidence.
- Ensure staff use the recording form to capture the learning cycle of 'Assess, Plan, Do Review'.

To Continue to raise Aspirations within both Year 5 and Year 6 Classes so that Pupils understand what they can achieve.

- To embed the pathway of being 'Curious, Discover and Grow'.
- To develop new Enrichment experiences for the pupils.
- To develop the links with the University of Hertfordshire to include guest speakers in school as well as visits to the University.
- Staff to share their own career paths and experiences to the pupils.
- To inspire the pupils to become knowledgeable citizens.
- Pupils to share their achievements at the school's 'Marvellous Me' Assemblies.

To Apply for the Young Carers Leaders Bronze Award.

- To continue to promote the link with the governor for the Young Carers.
- Review the provision for the Young Carers through a staff and pupils' questionnaire.
- Establish a notice board to display information for Young Carers.
- To introduce a 'Worry Post Box' in a central location of the school.
- To review and monitor attendance, and progress data of young carers to support their learning needs with appropriate interventions.



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The Impact of the Cluster Group and visit to another IQM School

Autumn Term

Homerswood School hosted the day to share their excellent practice regarding 'Well-Being for All'. It was a most enjoyable and fun day where other schools gathered valuable information and resources to take back to their own schools.

Spring Term

An individual visit to Rabbsfarm School to look at their Young Carers Provision. Homerswood received clear direction and guidance in achieving the Young Carers Leader Award.

A visit by the English and Maths Lead to Newbury Park Primary School focussed on whole class reading.

Overview

Homerswood Primary and Nursery School promotes high expectations for the whole school community in a supportive and caring environment.

Leaders have ensured that pupils are at the heart of everything they want to achieve whilst building sustained relationships with parents to support learning. During lockdown, their care and support to ensure all pupils are safe and learning has been above and beyond national expectations.

The leaders have ensured they have kept in touch by telephone on a fortnightly basis with some of the more vulnerable families. This has been extremely well received. Class teachers have set appropriate online learning and have kept in touch with classes via Zoom as well as telephone calls home.

The Head is mindful of supporting staff on daily basis via email to keep them informed of any developments or changes. Along with the leaders, the Head has put in a comprehensive and safe transition plan to return to school which has been successful and well received by both staff and parents. Within the plan, the Head has been extremely mindful regarding the safety and well-being of the whole community.

It was evident through the conversation with the Inclusion Manager how much pupils, parents and staff appreciate the caring environment provided by the Head and leaders during this challenging time.

There is a holistic approach to the quality of teaching and learning to ensure positive pupil outcomes. The curriculum leads in Maths and English have collaborated with staff to ensure each member embeds assessment to inform the next steps of learning. Curriculum planning is mapped out in terms of the progression of skills and knowledge across all areas. They have ensured that staff have a solid understanding of progression within these subject areas as well as strategies and resources to support pupil progress.



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Their own expertise and sense of enthusiasm means that they can ably support and inspire other subject leads to achieve the same in their areas of responsibility.

The Head, along with leaders, work collaboratively as a team bringing different expertise to their leadership roles. They are very well respected by the staff having created an environment that encourages others to develop their own area of expertise.

Homerswood Primary and Nursery School is an excellent example of inclusive practice. The pupils and their families are at the heart of the school's vision, inspiring their confidence to work with the school for the best possible outcomes of every pupil.

Thank you for such a well organised and inspirational virtual review. I look forward to visiting in 2021.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. Following three years as a Centre of Excellence the team at Homerswood Primary and Nursery School has established a commitment to the Inclusion Quality Mark and to continually self-reflecting to improve as one school. From discussion with leaders it was evident that the school is ready to become a Flagship IQM school. I would recommend that Homerswood Primary and Nursery School moves to being an IQM Flagship School.

Assessor: Mrs Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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