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Summary

A lot of developmental work has taken place in the last year since the IQM Flagship assessment. There has been a major focus on reading, throughout the school this year with developments including introducing a new strategy to replace guided reading in years 2-6, known as 'reading enquiry'; the provision of TA support for all groups in daily guided reading sessions in year 1 (and currently in reception) and the introduction of a one-to-one intervention for children in year 3 as part of the 'Every child a reader programme'. These initiatives are in addition to the very successful reading recovery programme, which has been in place for a number of years. This work has been undertaken very thoroughly and consistently and has involved all staff in participating in a range of training opportunities to ensure they are equipped to teach the relevant programmes. As part of this development all staff visited schools in Hackney investigate their 'Destination Reader' programme and to observe it in practice. This proved to be very useful and the school was then able to create its own bespoke programme based on some of the strategies they had observed. The result is a whole school programme that meets the needs of pupils at all levels and has resulted in increased progress in reading across the school. In particular the provision of TA support in year 1 has meant that the younger children have made accelerated progress. The reading enquiry programme has also been a great success with class teachers leading the whole class in mixed ability literacy sessions focusing on the features of high level texts. In a year 3 session I visited on the day, the teacher led the class in looking at a piece of text together following which the children worked in pairs to look at definitions and clarify the meaning of key vocabulary. It was interesting to note the complexity of the words the children were able to deal with, without the use of visuals or other prompts. They collaborated together very well with a TA supporting a child with SEND, who was also able to access the lesson. Parents have been introduced to the new approaches via workshops, which were well attended and enable them to support their children's reading at home. All this very thorough work has meant that reading, which was already a very positive aspect of the school's work, has gone from strength to strength and it is to the credit of the leadership of the head teacher and SLT and the excellent team work of all staff that they have been able to make such consistent progress in reading in a relatively short time.

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The school has continued to develop its excellent partnership with parents and this year, in line with its priority of developing reading across the school, it has included workshops, for example, on the new guided reading/reading enquiry approach aimed at helping parents to help their children to read at home. Feedback has been very positive, parents have found the workshops very useful. The school will continue to build on this work in the coming year and will continue to offer workshops on phonics, maths and other aspects of the curriculum. The school also offers courses for parents such as Triple P training courses, Class collaborative workshops for parents of children with ASD and/or social, emotional and communication difficulties as well as offering drop in coffee mornings to meet the Family Support Advisor. The school has an open-door policy and parents are able to come into school to read with their children; to meet their teachers for transition purposes; to observe their children in reading recovery sessions; to see their children receive awards at the weekly star of the week assembly; to attend parents' evenings and to raise any issues of concern with the head teacher or other staff.

There is a very active PFA and parents organise a variety of events to raise funds for the school. Parents are also welcomed to volunteer at the school and I spoke to several members of staff whose relationship with the school had started when they were parents and had then become volunteers before moving on to become very important members of support staff. Some are still working at the school many years later and contribute fully to the community/family ethos of the school. The school's different cultures, which include Gypsy, Roma, Traveller families as well as small numbers of families from eastern European, Turkish, Asian and Japanese backgrounds are also celebrated through events for families such as cultural week. Parents are also fully involved in the school's homework policy, which involves parents working with their children on themed tasks with a choice of activities to which parents have responded very positively. Parents I met on the day spoke very highly of the school and the excellent work it has done with their children, including those with SEND. One parent described the difference the school has made to her daughter who has medical needs, "Her condition was a learning curve for the school and they took all the issues on board. Her confidence has really grown, they have closed the gap considerably with a lot of nurturing support. They adapt lessons to make sure she is included in the class". She also described the excellent work with her children who do not have SEND and how they also love the school and have made excellent progress, "The head teacher knows all the children: it's very personal here – they are very happy and want to go back when they are on holiday. They make homework fun; there are great clubs; they find learning captivating and there are wonderful displays around their topics". Another parent also described how her child with SEND loves the school and wants to come every day, even at weekends and in the holidays. She also described the many events and activities that children and families can participate in, such as Father's Day presents, sports' week, workshops, clubs and the range of sports on offer, "It's great! Fantastic! My child lacked confidence and was a selective mute. Now he can't stop talking – he has progressed so well". Other parents commented, "When I moved here it had a bad reputation but from the moment I came here they have done everything to push my children in the right direction, to give them the right provision and to help them to flourish". "Now the reputation has really changed and it's a very popular school. It feels like part of the community and everyone works together including the nursery". The parents also described how proud they are when they go on trips with the children because of their wonderful behaviour that is remarked upon by those who see them when they are out.

The school has developed a number of roles for pupils to take on to develop their leadership skills. These include the school council, buddies, prefects, head boy, head girl and deputies. As a result, there are many opportunities for pupils to develop their self-confidence in taking a lead and in representing and helping others. The school council meets regularly, representatives contribute their ideas, which are listened to and valued by the school community. A group of children I met on the day, including the head boy and girl were also keen to describe their learning and why they like their school and the rich opportunities it provides for them. Pupils were enthusiastic, happy and motivated and gave very positive views of their school. Pupils clearly enjoy learning and are very keen to talk about why they like their school and its staff. They explained how the teachers encourage them and make learning exciting, " We share our ideas with each other and hear other opinions – this changes and adds to your ideas", " We have lots of resources and displays that help us to get into the topics", " Teachers, TAs and our partners all help us, they try to make the work as much fun as it can be". Other comments from pupils about their school included, " There are lots of friendly people", " Staff help you when you're down and have tough times", " You can always share your feelings with an adult if you are feeling low", " Whatever happens out of school you can go to your friends or anyone to talk about it, for example, about family things or if you're not feeling well", " It's very good with bullying: the teachers sort it out", " We have very supportive teachers, our class mates are fun and we respect each other". Pupils also explained the many opportunities that pupils have at the school, including excellent clubs, many sports, choir, dance, exciting school trips, the school journeys to France in year 6 and an activity centre in year 5. They also explained the work they have done on the school council to change things in the school; the events that they enjoy, such as the Halloween/fireworks event, the summer fair and the Mother's Day and Father's Day gifts. They are also proud of the fundraising the PFA do for school equipment and the work pupils do in the community, such as trying to save the local library from closure. Pupils were excellent representatives of the school: they were polite and self-confident and were able to express their ideas clearly and enter into mature discussion with ease.

Teaching and support staff are valued for their skills: quality first teaching demonstrates excellent practice and teachers are continually reviewing and further developing their skills to meet the diverse needs of all children. There are significant numbers of pupils with a variety of SEND and the IM is rigorous in ensuring that ongoing training takes place to ensure staff are equipped to deal with the needs of all children in their classes. TAs meet regularly with the IM and this ensures that their training and development needs are met. They lead a range of intervention groups and work very flexibly according to the needs of the children in their classes. In this school teaching and support staff work very closely together, with support staff leading on issues such as nurture, Lego therapy, forest school, speech and language, building reading power and other interventions. An experienced Reading Recovery teacher works one-to-one with children who are targeted for this support with excellent results. A tour of the school with the head boy, head girl and deputy head girl highlighted the calm, friendly, focused atmosphere throughout the school and the lovely learning environment that has been created to support learning. Children explained their curriculum with the exciting topics, supported by beautiful display that helps to motivate them along with the 'stunning starts, marvellous middles ad fabulous finales'. They explained how they really enjoy the stunning starts when they arrive in school to be surprised by displays and activities the staff have put on for them to introduce their new topics. A learning walk with the SENCO of lessons in all year groups highlighted the excellent teamwork of teaching and support

staff and the very positive relationships they have with the children. There is a happy, friendly atmosphere throughout the school and all pupils were thoroughly engaged in every lesson. Children with a range of SEND are very well supported and receive the individual attention they need, while also being very much a part of the whole class. Lessons are interesting and challenging for everyone and there are many imaginative and exciting activities planned for pupils. Display is beautiful throughout the school with excellent examples of pupils' artwork as well as topic display and working walls in classrooms. Features of the lessons visited on the day included excellent whole class mixed ability teaching; excellent interaction between pupils and between staff and pupils; the use of questioning to develop pupils' understanding along with a 'no hands up' approach with pupils able to pass on their question to another child if they're unsure of the answer; a lot of paired discussion; group work and modelling by the teacher to introduce new strategies. Small intervention groups can be led by support staff in break out spaces outside the KS2 classrooms where needed, providing a very secure environment for the children to develop their self-confidence and skills in a small group setting. Staff in all classes were able to motivate and engage the children and used excellent questioning and scaffolding to get them to talk through their ideas and develop their conceptual understanding. Support staff play a vital role in the school, leading projects and clubs, planning and implementing interventions, supporting in class and providing crucial support, for pupils and their parents. In this school staff are proactive, flexible and motivated and their ideas are valued. A visit to a lesson in reception highlighted the high standards children reach by the end of reception with children collaborating well together on the carpet and listening/responding to their teacher, who was asking them about problem solving in maths. A visit to nursery highlighted the beautiful space that has been created by the new extension as its excellent use to provide different activity areas, including a wonderful outdoor area. Children enjoy their activities and participate together well. Visits to the two year 6 classes showed the high levels pupils are able to attain by this stage in the school and a perusal of their books highlighted their excellent written work and the high standard of feedback marking achieved in the school. A visit to assembly on the day of my visit displayed the children's happiness at celebrating their star of the week achievements along with their parents. In addition, the school provides a range of exciting opportunities for children, both within lessons and outside. These include forest school and other outdoor learning opportunities, yoga, mindfulness, resilience training and debating opportunities through P4C within lessons and also via the schools radio station, which broadcasts debates into the playground at lunchtimes.

This is a reflective community where very interesting developmental work takes place to ensure strategies meet the needs of pupils. On a wider level, the school supports other schools in the local area, on various aspects of CPD including phonics, Maths and PSHE through the Leaders of Learning Programme, of which 3 middle managers in the school are a part. They explained the excellent work they do both within the school and outside with other schools to train and develop staff. One member of staff is in charge of PSHE and has developed an excellent new programme, which includes looking at diversity through global learning and immersive story telling techniques. The strategy supports sharing values, not stereotyping and includes philosophy for children to develop pupils' ability to engage in discussion and self-confidence. The programme included a cultural week in which parents share their cultures, including Italian, Moroccan, Malayan, Japanese, Turkish and Gypsy, Roma Traveller cultures. Another leader of learning has developed a bespoke maths programme throughout the school

using Numicon techniques to develop mastery in mixed ability classes. She is currently introducing Shanghai type activities to develop greater depth across the board. Another leader of learning, who is in charge of Art and Phonics, has run extensive training for other schools in the area to help them to improve their phonics teaching. This has included meeting phonics' leaders to develop action plans to move their schools forward and this has proved very successful with the schools concerned making significant improvements. This work enables good practice to be developed and shared by the schools concerned and it also means that the 'leaders of learning' are able to broaden and deepen their leadership skills and expertise. As a result, staff retention here is excellent and staff are able to develop their skills and take on different roles while working at the school. The school has just become a teaching school, which will be an excellent opportunity for it to further develop its training and outreach work.

The school makes excellent use of the local area and participates in a wide range of events and competitions that children love. These include a swimming gala at a local sports' centre, an art gallery event, a theatre performance and a Go Kart building/racing competition and many sporting competitions and events. Governors work very closely with the school and are very supportive of its work and the high expectations the head teacher has of all staff and children. They are able to support and challenge all aspects of the schools work and are currently working with the school on the plans for the teaching school and for the new building, which will enable the school to become 3 form entry over the next few years.

The school is continually developing its excellent practice on inclusion and is sharing its practice with other schools. I recommend that the school continues to hold Flagship status and is reviewed in one year's time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

J. McCann

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



Sources of data:-

Meeting with the Inclusion Manager/SENCO; meeting a group of pupils; a tour of the school with pupils representatives, a learning walk, including visiting lessons with the SENCO; meeting the teacher responsible for reading recovery; visiting lessons in years 1,3, 6 and reception; visiting the nursery and discussion with the nursery lead; meeting with the head teacher, deputy head teacher and IM/SENCO; meeting leaders of learning; meeting a staff governor; meeting parents; discussion with the TA responsible for nurture and attending a Lego therapy session; discussion with the IM/SENCO re developments over the past year and discussion of future plans.

Assessor Commentary re future targets:-

- The school will continue its work on the National Nurture Project with a view to becoming a nurture school. This will support the school's current work on supporting children with social, emotional and communication needs. The links with Brighton University on Gypsy Roma Travellers should be a useful link for the school, which has a significant cohort of families from this cultural background.
- The school has recently gained teaching school status and this work will begin in the coming year, which should provide interesting opportunities for staff to engage in and lead initial teacher training, professional development, sharing good practice and school to school support.
- The school's work to develop its support for children's mental health and wellbeing will be another very positive development.
- The embedding of the reading project that began this year will ensure it continues to have significant impact on pupils' progress.
- The development of the role of the Family Support Worker will ensure families receive maximum benefit from this important role.
- The school's positive role in the community will continue to develop through the planning of the new building. The school's excellent work on encouraging staff, pupils and families to keep healthy and fit will continue through 'Beat the Street' and other initiatives.

Further Developments agreed after discussion:-

I am very happy to support the school's action plan as outlined in the assessment commentary.

Assessor: Pauline Roberts

Date of Review 18th June 2018