



25th June 2019

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Flagship Review Date: 18th June 2019

Summary

A lot of developmental work has taken place in the last year since the IQM Flagship review. The first phase of the new building is now complete and comprises a beautiful school hall with ample space for the over 500 pupils and 3 lovely year 6 classrooms which will be in use from September, providing an excellent environment for learning for year 6 pupils, which will be something for younger pupils to aspire to as they move through the school.

There has been a major focus on reading once again this year with developments including introducing a bespoke guided reading scheme in reception and years 1/2, with TAs from across the school supporting this work every morning. This has been developed and led by the reading recovery teacher, who also teaches the very successful reading recovery programme for pupils who are struggling with their reading. This work has been undertaken very thoroughly and consistently and has involved all relevant staff in participating in a range of training opportunities to ensure they are equipped to teach the programme. The result is a daily reading programme that meets the needs of pupils in reception, years 1 and year 2. Pupils read in small groups, led by a TA with all junior TAs leaving their classes to work on this programme every morning. Children read one challenging text per week with a different focus on each day of the week. This includes word work, sentence work, comprehension, questioning and a session to bring it altogether. The results have been remarkable with data and teacher feedback showing increased progress in reading with fewer children not meeting expected levels by the end of the programme. This development, along with the reading enquiry programme that has already been a great success in KS2, with class teachers leading the whole class in mixed ability literacy sessions focusing on the features of high-level texts, ensures that reading provision is of a very high standard throughout the school. A walk around some of these sessions on the day of my visit, highlighted the very focused work of these groups, led by the TAs in the library, classrooms and other spaces. All this very thorough work has meant that reading continues to go from strength to strength and is a very positive feature of the work of the school.

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A group of year 6 children I met on the day, including the head girl, deputy head boy, a house captain and some prefects were very keen to describe their learning, why they like their school and the rich opportunities it provides for them. Pupils were happy, friendly, self-confident and positive and their respect for the staff was evident. Pupils have clearly enjoyed their time at the school and have developed a love of learning while here. They explained how the teachers encourage them and make learning exciting. They explained that they haven't found year 6 too pressurised as teachers have helped to provide a calm atmosphere and they valued the provision of breakfast during SATs week. They spoke enthusiastically about the many opportunities that pupils have at the school, including a wide variety of excellent clubs, including many sports, drama, dance and drumming. They also spoke about the exciting school journeys to France that they went on in year 6, which included a visit to a WW2 museum, the Eiffel Tower and Disneyland. They remembered a trip to an activity centre in year 5 with great fondness. They also highlighted the opportunity they have all had while in year 6 to buddy with a reception pupil. They visit reception weekly to read with their buddies and the older pupils have clearly found this a very rewarding experience. Pupils were excellent representatives of the school: they were mature, positive and self-confident and were able to express their ideas clearly and with great enthusiasm. Comments from pupils included, "I like the way the teachers interact with us. The SATs were easier than we expected. We have everything we need in terms of doing activities both indoor and outdoor", "I like all the visitors we get to talk to us about useful and interesting topics, such as a secondary school science teacher and a Paralympian", "The teachers really help you. They understand you and how you work: you can ask them anything", "I like the teachers: they're kind and helpful and my year 6 teacher has really helped me with my writing. I feel I have improved a lot. She has encouraged all of us and it makes us more confident. Teachers 'nag' us in a kind way", "Awards are good: we have certificates, star of the week and star of the year", "The teachers try hard to make lessons fun, for example, they might make a song to help us to remember something", "There are loads of opportunities, for example, trips, visits, lots of challenges in lessons and on trips that push you outside your limits", "I really enjoy buddying the reception children. We read with them and chat and they are now much more confident with older children. We also write and draw with them and we have seen them gain lots of confidence during the year", "In this school we're always adding to make things better. They are always giving more opportunities for children". They also spoke with excitement about the events that lie ahead of them in year 6, such as sports' day in houses, a school disco, a swimming gala, leavers' jumpers and the leavers' show. The school provides many opportunities for pupils, including a range of trips for all year groups. They make excellent use of the local area and participate 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, museum events, forest school, beach school and many sporting competitions and events.

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. Support staff play a crucial role in the school, supporting in class, leading interventions and clubs and working closely with parents. 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. A visit to nursery and various lessons once again highlighted for me the happy, calm atmosphere for learning throughout the school and the positive environment that has been created to support learning with exciting display that supports and motivates children in their learning. A 'drop-in' to lessons in various year groups illustrated the positive, focused atmosphere throughout the school with all pupils thoroughly engaged in every lesson supported by their teachers and support staff. Children with a range of SEND are integrated into groups within the classes and receive the individual attention they need, while also being very much a part of the whole class. The lessons I saw on the day were pitched at a high level and were, therefore challenging for all the pupils, while children who needed extra help were very well supported. Features of the lessons visited on the day included superb whole class teaching with all pupils thoroughly engaged; very positive interaction between pupils and between staff and pupils; the use of targeted questioning to develop pupils' understanding along with a 'phone a friend' approach enabling pupils able to pass on their question to another child if they're unsure of the answer; paired discussion; group work; pupils reading out their work and listening to advice on it from the teacher; the teacher selecting parts of pupils' work to read out to illustrate certain key points and modelling by the teacher to introduce new learning. Outside the lesson a member of support staff was leading a small group of children with more scaffolding to enable them to complete the same work at a slower pace and enabling them to revisit the video that had been shown to the whole class. This flexible use of space enables support staff to take children into in break out spaces just outside the classrooms where needed, to develop their self-confidence and skills in a small group setting. A feature of all lessons was the motivation and engagement of children due to excellent planning by staff, their ability to use questioning techniques appropriately and to set challenging tasks that are achievable by all. The visits to the Yr 3 and 5 classes showed the high levels pupils are able to attain in both mathematical concepts and in their use of a rich vocabulary in both maths and English with excellent writing skills and it seemed as though the pupils were perhaps a year older than they actually are. A perusal of their books with the group of Headteachers in the teaching school session led by the Headteacher, highlighted pupils' excellent written work and the very high standard of feedback marking achieved in the school. In addition, the school continues to provide a range of exciting opportunities for children. These include forest school and other outdoor learning opportunities to develop pupils' teamwork, resilience and self-confidence. A visit to the nursery highlighted the very positive and engaging learning environment that has been created for children both inside and outdoors. A variety of opportunities for shared experiences has been developed, including an edible garden from which snacks are made and eaten by pupils, a mud kitchen, a water play area, lots of cardboard boxes to explore and bug tubes to crawl through etc. A variety of such activities were taking place during my visit and all children were happily engaged, including one child working with the SALT, a group working on a building activity and children undertaking 'rising 5 challenges.'

There are 74 children currently on roll here with almost all rising 5s going on to reception, ensuring that children's needs have already been assessed by staff and enabling early interventions to take place where needed. The nursery is a lovely space with beautiful display, including an excellent display of pupils' learning journeys.

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 a range of other nurseries and schools in the local area, on various aspects of CPD through the Leaders of Learning Programme, of which 3 middle managers in the school are currently a part and through the Teaching School, which is a new development this year. The deputy Headteacher explained the work of the Teaching School this year, which has included courses on ICT, Maths leadership, 'Mastery Maths', Difficult Conversations, 'Breaking the Glass Ceiling of Good', greater depth in writing, developing a mentally healthy school, forest school work and transition work. It also includes the early years' hub work, which brings together different settings and child minders for training on many issues, including a key focus on transition. The Training School has managed to successfully train 350 people on these various courses during the first year, which is a superb achievement. In the coming year the work will be further developed to include NQT training, with 7 staff at the school being SLEs, including the Inclusion Manager. On the day of my visit the Headteacher led a session for other local Headteachers on the new curriculum guidelines, which was very well received. This work enables the school's expertise to be disseminated on a wider level and it also provides excellent personal development opportunities for that the 'leaders of learning' and other staff involved. These staff are passionate about this work through which they are able to further develop their leadership skills. As a result of such opportunities, staff retention here is excellent with staff being enabled to develop their skills and take on different roles while working at the school. All this work has been based on the school's motto, 'Learning Without Limits,' which underpins everything in this inspirational school, which places the children at the heart of everything it does.

I am very happy to support the school's action plan as outlined in the assessment commentary in the first section of this report. The school is continually developing its excellent practice on inclusion and is sharing its practice with other schools in its academy chain. I recommend that the school continues to hold Flagship status and is reassessed in one year's time.

Assessor: Pauline Roberts

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data

Meeting with the Inclusion Manager/SENCO; sitting in on a Teaching School session led by the Headteacher; meeting a group of year 6 pupils; visiting lessons in years 3 and 5; meeting the teacher responsible for reading recovery; visiting the nursery and discussion with the nursery lead; meeting the deputy Headteacher re the EY Hub and the Teaching School; meeting leaders of learning; discussion with the IM/SENCO re: developments over the past year and discussion of future plans.

Future Flagship Targets:-

- The school's flagship project to develop a new behaviour framework for the school will be a very interesting one. Behaviour around the school is already of a very high standard but the Inclusion Manager wishes to refine this to ensure its strategies meet the needs of all pupils, including those with SEND and challenging behaviour.
- The idea of basing the project on research and current best practice, including the research of Paul Dix on 'Pivotal Behaviour Management' is a very good one, which staff should find compelling.
- In addition, continuing with the national nurture project should fit well into this behavioural framework and a whole school training day on this in September should be very useful to get all staff and Governors on board.
- The Kit Messenger training should also be very helpful, especially in terms of developing strategies for dealing positively with challenging behaviours.
- It will be very interesting for staff to visit other schools undertaking similar work and hopefully IQM cluster meetings could be helpful in this regard. It will also be very interesting to see how the school, under the leadership of the Inclusion Manager, will develop a bespoke behaviour framework, based on the above research and practice.

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COE Review Date: 18th June 2019