

21st Nov 2017



Ms Helena Miller
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St Wilfrid's CE Primary School
Patterdale Road
Northenden
M22 4NR

Assessment Date: 9th November 2017

Summary

In May 2015 OFSTED assessed St Wilfrid's CE Primary School as being inadequate and the school was put into special measures. The school has undergone a transformation since this inspection and it now provides children with inspiring and engaging teaching and learning in a happy school with a strong sense of community. The Head of School, leaders, teachers and support staff in the school, parents and children are proud of their school and all share a commitment that St Wilfrid's, and all the children there, will achieve the very best that they can.

The inclusive ethos, values and skills of St Wilfrid's CE Primary School are well summed up by comments made by parents, children, governors and staff during the IQM assessment: *Distinctive, approachable, stable, flexible, extraordinary, transforming, open, transparent, unique, improving, encouraging, friendly, Christian, joyful, kind, fun, cool.*

St Wilfrid's is a larger than average primary school situated in Northenden in Greater Manchester. In July 2016 the school joined the St James and Emmanuel Academy Trust. This was the school's first IQM assessment which was carried out over one day and included:-

- A learning walk around the school.
- Examining children's work in their books.
- Lunch with the pupils.
- Discussion with Head of School, SENCO, senior and middle leaders.
- Discussion with parents.
- Discussion with teachers and teaching assistants.
- Discussion with governors.
- Discussion with academy trust director.
- Informal discussion with pupils throughout the day and discussion with the school council.
- Scrutiny of key school policies and the school website.

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St Wilfrid's CE Primary School summarises its ethos as 'Belonging, Believing, Becoming'. In my time at the school I saw that children, staff and parents do feel a strong sense of belonging to the school, church and wider community. Children are eager and confident learners who have a strong belief in their own ability to achieve and in the school staff to support them in this. The school takes very seriously its responsibility to develop children to become the best they can and to become responsible, caring, Christian citizens.

Children at St Wilfrid's are recognised as individuals and the staff are committed to ensuring each child is confident, happy and achieving their full potential. When a child does experience some learning or other difficulties the school quickly provides appropriate expertise and support. All staff at the school are provided with training, support and challenge and there is a strong, shared commitment to the school's inclusive ethos.

The Head of School is supported by senior and middle leaders who are aware of the importance of their roles and committed to maintaining the highest standards. She recognises and celebrates the many strengths of the school but continues to drive developments forward striving for further ongoing improvement. Parents, children, staff and governors speak extremely highly of the leadership, openness and commitment to the school she shows.

Support and challenge is provided by the St James and Emmanuel Academy Trust which includes opportunity for peer review and sharing of expertise and developments. The trust is committed to St Wilfrid's maintaining its own identity with local governors to ensure the school is able to meet the needs of the community effectively.

Children at St Wilfrid's CE Primary School are happy, considerate, articulate and confident. In lessons they are eager learners engaging well and able to talk about their learning. Outside the classroom the caring, respectful ethos of the school is embedded and children show respect and kindness and schemes such as School Council and Year 6 Ambassadors enhance the sense of community in the school.

Parents are extremely positive about St Wilfrid's CE Primary School. They value the approachability and openness of all staff at the school and are confident that, if there are any difficulties, these will be dealt with effectively. The school is proactive in ensuring they are approachable and accessible to parents and in seeking the view of parents.

I am of the opinion that St Wilfrid's CE Primary School fully meets the standard required and should be awarded the Inclusion Quality Mark, to be reassessed in 3 years. The school demonstrated a commitment to further developing their inclusive practice and expressed an interest in becoming an Inclusion Quality Mark Centre of Excellence.

Assessor: Alex Butler

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

There is a strong commitment to inclusion throughout St Wilfrid's CE Primary School. Teaching and support staff are committed to achieving the best for all children. Parents report that the school sees each child as an individual and do all they can to meet their needs. Children say everyone is friendly and kind and that there is never anyone on their own.

Strengths:-

- There are several examples of the school providing highly individualised support and adaptability to ensure the inclusion of children with significant needs. In one case it is very clear that a number of members of staff have put in considerable time and effort to support a child with additional needs. This has been very successful, they should be commended for their dedication and commitment to this child's inclusion.
- The ethos of inclusivity is shared amongst all staff in the school and is evident in their practice and in their interactions with the children.
- The school is very aware of its responsibility to develop an inclusive and accepting attitude in children. They are in the process of becoming a Rights Respecting School. The school has held an ASD awareness day and had several events and visitors to promote multicultural awareness.
- Safeguarding is given high priority at the school and regular training and discussion ensures that all staff are aware of their responsibilities. The school has in place rigorous processes to ensure that any safeguarding concerns are appropriately recorded, and any necessary action taken.
- The school values the opinions of all stakeholders and has involved all children, staff and parents in choosing a new school uniform.

Areas for Development:-

- Consider engaging in ELSA (Emotional Literacy Support Assistant) training to increase expertise in this area and allow support, where required, to be precisely targeted to maximise impact. www.elsanetwork.org.



Element 2 – The Learning Environment, Resources and ICT

St Wilfrid's Primary School has a welcoming and engaging learning environment. Careful thought has gone into providing classrooms that support learning through display and resources. Effort and achievement are celebrated throughout the school as well as providing a quiet area for reflection or prayer.

Strengths:-

- Learning walls in all classrooms are relevant and support the current learning in the classroom.
- The school has engaged the local community to create a school library. The school has a librarian who is shared with other schools in the academy trust. The library is well used to promote reading and a love of books and is valued by the children.
- The school celebrates achievement. Individual and group achievements are shared with parents and celebrated in 'Gold Award' assemblies each Friday and recognised through gold jumpers.
- The school is aware of the importance of ICT as a subject and to support curriculum learning. They have a class set of laptops and a class set of iPads which are timetabled for use by all classes.
- ICT is used, when appropriate, to support the learning and inclusion of children with additional needs.
- The school values its teaching assistants. They have a good understanding of their role and an in-depth knowledge of the children they support. Teaching assistants are included in appraisal processes, staff meetings and training. Appropriate time is given for liaison, planning and feedback between teachers and teaching assistants.
- The school has recently engaged consultants to support the redesign of the Foundation Stage area and this has resulted in an engaging, varied and attractive learning space which supports independence and exploration.
- The school has a range of resources to support children with additional needs and is committed to ensuring all children are provided with the resources they need to support their learning.
- The school makes good use of resources in other local schools and schools in the academy trust including the use of another school's sensory room to support children's needs.
- The school is working to improve the outdoor environment having provided an engaging outdoor learning area for children in the Foundation Stage and a multi-use games area for all children.



Areas for Development:-

- Consider trialling the use of 'visually quiet spaces' in classrooms that can be accessed by children who have some level of sensory needs.
- Develop a sensory room in school to provide additional and on-demand access to this resource for children with sensory needs and as a calming space.



Element 3 – Learner Attitudes, Values and Personal Development

Learners at St Wilfrid's Primary School are positive about their learning and proud to be part of their school community. In lessons there is a 'learning buzz' and children are able to talk eloquently about what they are learning. There is a strong culture of respect in the school and all interactions seen during the assessment were positive.

Strengths:-

- The school is developing a growth mindset approach to learning. Children and parents are very positive about this approach.
- Behaviour seen in lessons, at playtimes, around the school and in the lunch hall was very good. Children show respect to adults and each other and are eager to help others when required.
- The school have a pro-active and flexible approach to supporting children with additional needs. They use their own experience and expertise and readily engage external services and support when required.
- Children are active participants in learning, they know what they are learning and the use of 'Friday Learning Reviews' supports their self-evaluation.
- The school provides a wide range of extra-curricular activities including Lego, running, drama and gardening. These are appreciated by children and parents.
- Success and effort are celebrated and shared with families through Dojos.
- Incidences of negative behaviour are recorded and monitored through CPOMS to ensure any patterns or concerns are identified and addressed. Incidences of negative behaviour are rare; children and parents report that there are rarely incidences of unkind actions or bullying at the school.
- The school values and promotes its Christian ethos. A recent SIAMS inspection commented that, "Christian values are woven across the life of the school and have a significant influence on the very good behaviour and attitudes for learning of the children."
- Attendance has improved and is consistently above average.

Areas for Development:-

- Continue to develop a growth mind-set throughout the school to enable all children to develop the confidence to have a go and make mistakes as part of their learning journey.



Element 4 – Learner Progress and Impact on Learning.

The majority of children at St Wilfrid's CE Primary School are achieving and progressing at a high standard. In 2016/17 children in the Foundation Stage achieved a level of development above local and national averages. Children at the end of Key Stage 2 achieved significantly above local and national averages in reading and mathematics. In writing children's attainment was in line with local averages and below national averages. Regular and rigorous progress analysis ensure that teaching and support are carefully targeted and managed and that, where children are not making the progress they should, swift and effective action is taken with ongoing support and monitoring as appropriate.

Strengths:-

- The introduction of a new progress and attainment monitoring system Target Tracker has enabled easy and frequent monitoring of individual, cohort, class and year group progress by teachers and middle and senior leaders.
- All staff are very aware of children's attainment and children who are being targeted to achieve higher levels or for additional support.
- In lessons children are aware of the learning objectives of the lesson and many were able to talk about their longer-term learning targets. Children are involved in evaluating their learning and planning their next learning steps as is demonstrated by 'Friday Learning Reviews'.
- Feedback is provided verbally and through marking using the Tickled Pink and Green for Growth approach. This provide positive feedback and supports children in continuing to develop and learn.
- The school make use of the WellComm programme to support children with speech and language needs.
- Interventions are flexible and carefully monitored to ensure their effectiveness. Staff delivering interventions are well trained and supported.

Areas for Development:-

- Continue to develop progress and attainment monitoring to ensure all children make maximum progress and achieve their full potential. As the school is aware, particular focus groups for increasing progress are the school's Y3 cohort, white British boys and disadvantaged children.
- Where children are not making progress/attaining at the expected level the school may wish to use a speaking and listening profile such as The Communication Trust's Communicating the Curriculum. This can provide information about any communication difficulties children are having and demonstrate progress following any interventions to address those difficulties.



IQM Assessment Report



- Staff in school are aware of children's social and emotional needs and a number of strategies and interventions are in place to support children with needs in this area. The use of a tool such as the Boxall Profile may support the identification of children with hidden social and emotional needs, support the focus and targeting of support in this area and provide a demonstration of progress. Interventions from the Beyond the Boxall resource may also be supportive.



Element 5 – Learning and Teaching (Monitoring)

High quality, engaging and inspiring teaching and learning is at the heart of St Wilfrid’s CE Primary School’s educational vision. Use is made of WOW experiences to ignite children’s interest and provide a context for learning. Children are very positive about the learning in their school saying lessons are “fun and unique” and that teachers “make sure everyone is involved and learning”.

Strengths:-

- There is a high standard of teaching, learning and assessment across the school. Expectations are clear, teachers have the flexibility to adapt learning and creatively meet the needs of their class.
- In lessons children are engaged in their learning, are aware of their learning targets and many are able to talk about how they can help themselves if they are stuck.
- There is rigorous monitoring of the quality of teaching, learning and assessment, responsibility for which is shared between senior and middle leaders. Considerable CPD and support has been targeted at teaching and learning.
- The school actively seeks external verification and moderation of teaching and learning judgements which includes leaders from other schools in the academy trust, governors and independent consultants. The outcomes of these is shared, celebrated and any areas for development swiftly and effectively addressed.
- During the assessment children were engaged in a range of activities and a variety of teaching and learning methods were seen. Looking at a sample of children’s books showed evidence of a range of learning and demonstrated progress over time.
- During the learning walk evidence was seen of appropriately differentiated learning and targeted and skilful support for children with additional needs.
- Children are inspired by WOW experiences. In one class the children had discovered a giant egg and were highly motivated in finding out where it had come from and speculating what may hatch out!

Areas for Development:-

- Make consistent the use and availability of concrete resources to support learning in mathematics and ensure all children have a sound understanding of mathematical concepts to enable them to move from the concrete to visual to abstract as appropriate to their needs.
- Investigate the use of Kagan Methods and talk-less teaching (Isabella Wallace) as ways to further engage children in learning.
- Consider the use of outdoor learning such as Forest Schools or using ideas from the Council for Learning Outside the Classroom (www.lotc.org.uk) to further develop teaching and learning strategies and social and emotional development.



Element 6 – Parents and Carers and Guardians

St Wilfrid's CE Primary School works hard to build a genuine partnership with parents and carers. They welcome parents into school, are reactive to any parental concerns and actively seek parental feedback. Parents are highly positive in their praise for the school. They appreciate the approachability and welcoming attitude of all staff from the Head of School to the staff in the school office. One parent commented that in the school, "Teachers see each child as an individual person."

Strengths:-

- The school is pro-active in engaging with parents formally and informally.
- Parental feedback is very positive with parents with very few parents commenting negatively about any aspect of the school. The school values these comments and makes changes, where needed, to address any issues raised.
- All parents I spoke to commented on the approachability of staff in the school and made very clear that if they had any concern about their child's schooling it was taken seriously, investigated, appropriate steps were taken, and all of this was quickly communicated back to parents.
- The school provides a range of opportunities for parents to engage with the school through workshops including maths, phonics, guided reading, healthy eating and E-Safety. Parents are appreciative of these workshops.
- Parents are involved in school life through the PTA, opportunities to volunteer in school, celebrations and class assemblies and half-termly church services.
- The school's website provides clear information about the school and includes a calendar and newsletters to allow parents to keep up to date on what is happening in school.
- The Dojo reward system shares information about a child's achievements with their parents.
- Parents commented that where their child had experienced a difficulty with learning, the school was quick to react, fully investigated their child's needs and provided excellent support and communicated all of this effectively with parents.
- Parents were very positive about the range of experiences and opportunities provided for their children by the school giving examples such as the World War II project, poet's visit, Manchester football clubs and the fire service.

Areas for Development:-

I am in agreement with the school's self-evaluation that they should continue to engage positively with parents and that there are no key developments in this element.



Element 7 – Governing Body and Management

Having undergone academisation and joined the St James and Emmanuel Academy Trust in July 2016 the school has a relatively new governing body. Leaders within school and the governing body have a strong commitment to, and pride in, St Wilfrid's CE Primary School. They recognise the many achievements and significant transformation of the school but continue to fulfil the role of critical friend challenging the school to continue to improve.

Strengths:-

- The St James and Emmanuel Academy Trust provides high quality support and challenge to the school and there are many examples of shared working between the three schools in the trust. The trust is committed to each school retaining its autonomy allowing each school to develop to best meet the needs of the community it serves.
- The governing body has quickly established itself. All governors have received appropriate training, including safeguarding, and the governors use reporting by leaders in the school, time in school and careful scrutiny of outcomes to gain a clear understanding of the school's strengths and development needs. This includes discussion with staff and children on the school council.
- Governors have designated responsibilities within the governing body and these are used to ensure all aspects of school life are rigorously monitored.
- The governors recognise the importance of their role and are not in any way complacent. They have already undertaken self and peer-evaluation to ensure they are fulfilling their duties.
- The school is well led with the Head of School providing strong leadership and inspiring others to show a strong commitment to achieving the very best for all children at the school. Other senior and middle leaders take the responsibility and privilege of their position seriously and demonstrated that they were proficient in their roles and effective in maintaining quality and standards and driving further improvement.

Areas for Development:-

- The school has a number of plans to further improve and consolidate the effectiveness of the governing body which include: Ensuring inclusion is specifically included in all governor's meetings and Head of School reports.
- Develop the leadership capacity and strengthen the contribution of middle leaders within the school.



Element 8 – The School in the Community - How this supports Inclusion

St Wilfrid's CE Primary School takes very seriously its role as part of the local and wider community. Children are encouraged to share this sense of community belonging and responsibility through activities such as singing carols in a local care home or raising money for charities including NSPCC and Syrian Refugees. The school also recognises the value of the community as a resource utilising resources from local and academy trust schools, Manchester football clubs, religious leaders and local businesses.

Strengths:-

- Effective and wide-ranging use is made of local groups, businesses, religions, schools to enhance the curriculum and experience of children at the school. Parents and children speak positively about these experiences.
- The school has strong links with the local church and children are provided with opportunities to participate in worship and exploration there.
- The development of the school library was supported by the local community and businesses and this has provided the school with an excellent and valued resource.
- Children's sporting and artistic skills as well as a range of other talents are supported through after school clubs and cluster activities.
- Parental involvement is encouraged through the Parent Teacher Association which organise events such as Disc-Glo's and the Christmas Fair. Parents are also able to support learning in the classroom by volunteering for activities such as reading with children.

Areas for Development:-

I am in agreement with the school's self-evaluation that there are no key areas for development in this element.