



## Assessor's Evaluation for the IQM COE Award



**School Name:** St Peter's C.E. Primary School  
Alexandra Street  
Farnworth  
Bolton  
BL4 9JT

**Head/Principal:** Mrs Lynn Williams

**IQM Lead:** Mrs Jenny Scott

**Date of Review:** 15<sup>th</sup> June 2020

**Assessor:** Steve Gill

### **IQM Cluster Programme**

Cluster Group: CIN NW

Ambassador: Steve Gill

Date of Next Meeting: cancelled due to Covid-19 pandemic

Next Cluster Group Meeting Focus: tbc

### **Sources of Evidence during IQM Review Day:**

This review took place during the Covid-19 pandemic. The review was conducted remotely using Zoom video conferencing. Prior to the day, documentary evidence related to inclusion and the school's Centre of Excellence status was reviewed. I was able to scrutinize electronic documents. The school submitted very comprehensive and accurate documentation of their own evaluation of progress and during the online review the next steps for 2020 - 21 were discussed and agreed.

Discussions during the review with members of the school community included the following:

- Deputy Headteacher & IQM Lead – CPOMs.
- Deputy Headteacher – Knowledge Organisers.
- Assistant Headteacher, KS2 Lead – Vicarage Lead.
- EYFS Lead.
- Nurture Group Lead – Sparkle Room.
- PSHE/SRE Lead – Pupil Voice.

### **Summary of Targets from 2019-2020**

The School's targets from the previous year were based on the following school development foci: using the Vicarage outdoor space to enhance teaching and learning; upskilling the EYFS coordinator to take the lead on Nursery/Reception transition as well as coordinating SEN support for Reception children; further embedding specialist

provision in-house for a small number of KS1 children presenting with significant Speech, Language, Communication difficulties including ASD; embedding the use of Knowledge Organisers so that subject leaders can ensure a broad and balanced curriculum, which is knowledge based and uses the Ladywood schemes to ensure that work is pitched appropriately for children on the SEND register (for MLD). They have diligently implemented the actions identified above and provided an extremely comprehensive and detailed summary of actions taken to meet the targets set and the impact of these actions:

**To make use of the Vicarage outdoor space so that it enhances teaching and learning.**

Over the course, of the year the lead teacher has met with staff who organise the meeting spaces within the vicarage building for the use of the Schools Direct sessions and ECM science courses; she has discussed funding and met with the Chief Executive to discuss plans for the grounds. This has led to a very strong relationship between St Peter's and the people working within the establishment and the successful acquisition of £1000 to be used to develop the environment. To date a reading shed and storage area for outdoor learning resources has been erected. Plans are in place to build a decked area to be used as an outdoor stage, a priority over the summer term to ensure it is completed. A number of other areas such as a bird hide, a bug hotel, wall plants and other planted areas are in progress.

A member of staff attended the CIN NW cluster meeting that focused on outdoor learning at St Mary's in the spring term and further development ideas have been actioned and will be carried out over the summer term or when the school re-opens. The lead teacher has continued to engage with research to develop her professional knowledge and expertise around outdoor learning. This has led to ideas for the development of the space that will include science – plants and habitats; vocabulary development through contextual conversation based around the natural environment and speaking and listening opportunities based on the drama and role play aspects to be developed within the grounds. This will continue to evolve and develop over the next year.

**To up skill the EYFS co-ordinator so that she is able to take the lead on Nursery/ Reception transition and coordinate SEN support for Reception children.**

The EYFS Lead has met regularly with the SENCO learning more about procedures and protocol and has shadowed her at meetings, such as child review meetings, child referral meetings etc. She has attended LA training courses to enhance subject knowledge of SEN – Early Help referral forms and began a NASENCO course with MMU in October 2019. Other courses such as Learning about Autism, Speech & Language difficulties, SLD & MLD, have been started, but not yet been completed due to the closure of the school.

The valuable experience gained ensures that the EYFS Lead is able to support the transition of SEN pupils from Nursery to Reception and can begin to support with the transition and referrals in the EY department. Further training with the SENCO will continue to secure this knowledge.

**To further embed specialist provision in-house for a small number of KS1 children presenting with significant Speech, Language, Communication difficulties including ASD.**

This is the second year that the provision has successfully run, with an established environment and timetable. Resources are bought to accommodate the specific needs of the children present and enhance their learning opportunities and experiences. The benefits of being such a small group include 1:1 collection from, and to, parents, allowing staff to have in-depth conversations daily about the successes of their child in relation to personal targets. Staff are also able to listen and take on board advice from parents and outside agencies to ensure targets are reachable and relatable for the child. Personalised learning for each child, through specific EHCP targets, Boxall outcomes and objectives from the Ladywood scheme of work, ensure that they provide the children with 'short burst' learning creating small step personal successes. Boxalls are evaluated termly because more time is required to show the small step progress taking place and to ensure the children's achievements are acknowledged. Staff training opportunities have been run by the Nurture group teacher for all members of staff in the specialist provision. Staff share their new knowledge with the team, all staff are now 'sign-along' trained and they deliver group and/or 1:1 SLCN packs, since working with SALT.

Areas for future development include continuing to source appropriate resources to support learning; continuing to source CPD opportunities for all staff; complete the 'Engagement model' training in September 2020 and to reflect on the curriculum coverage and needs of the children throughout the year.

**To embed the use of Knowledge Organisers so that subject leaders can ensure a broad and balanced curriculum, which is knowledge based.**

The use of knowledge organisers has continued to be embedded and extended across the school curriculum for Topic, Science, RE, Art and DT subjects for years 1- 6. The organisers show consistency in terms of the expectations around the information that they contain, including key vocabulary and definitions, key spellings taken from the 100-word lists for each phase and the Christian Values that link to the topic in RE and specific information that the children will learn.

During the autumn term a peer review was conducted by a local head teacher and a deputy head teacher. They looked at the organisers and interviewed children and staff about their content and usage. The findings of the review showed there were a great many positives - the quality of the organisers, their use in classrooms, including consistency and regularity and how beneficial both staff and children found them. Areas for improvement looked at the use of key spellings within the organiser and how this was applied by children using them in their own work and the level of information that was included and how age appropriate this was.

Following the review, a staff workshop was organised to examine the use of the organisers and to discuss the level of information held within them and the use of key spellings. Since the review and the workshop, a lot of work has been carried out around the information included in the organiser to ensure that it is clear, succinct and will



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definitely be taught. Recent evaluations show that the information included is improving in terms of being specific, age related and directly taught through curriculum lessons. Whole school retrieval strategies have also been developed to make use of the knowledge organisers at the start of the lesson and to train children to use them for their own research and to answer questions in class. They have also been placed into a parental booklet that is sent home termly so parents can support their children with the same knowledge that they are being taught in school. These are well received and support home school links well.

Areas for future development include continuing to improve RE knowledge organisers and to increase the use of retrieval practice throughout lessons and units of work to develop stronger links between knowledge.

**Ladywood schemes - To ensure that work is pitched appropriately for children on the SEND register (for MLD).** All children who have been identified as needing to work through the Ladywood schemes - those children who are working at least 2 years behind their chronological age have a folder with the relevant schemes. Staff working with the child have been trained to use the schemes. Children work through the schemes with evidence in their books and files of this and their achievements. The folders are kept up to date and checked termly. An assessment system compliments this so that the INCO can monitor their attainment and progress.

Areas for future development include continuing to maintain and build on the system, keeping it at the forefront of good and outstanding practice.

### **Agreed Targets for 2020-2021**

It should be noted that due to the disruption caused by the current Covid-19 pandemic, the agreed Action Plan and actions identified may not proceed as planned below or take longer to achieve.

### **To make use of the Vicarage outdoor space so that it enhances teaching and learning.**

This will be achieved by regular engagement with the staff at the vicarage to continue to develop an effective working relationship and through working with staff and children within the school to make the most effective use of the space and the facilities at the vicarage. The school will evaluate this use through interviews with staff and children; through reflective/organisational logs and photos before and after use of the space. Thereby ensuring that the grounds are used effectively for outdoor learning and to document successes. Staff will continue to regularly engage with research papers and educational documents to develop professional knowledge and expertise around outdoor learning.

### **To embed the use of CPOMS across school, so that all staff are confident users and all children's files are kept up to date and shared by relevant professionals.**

In order to ensure this happens all staff will have a CPOMS log in; the school will ensure all historic files are uploaded to CPOMS; this will be shared with services, where



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relevant so that they can input directly to CPOMS. Staff will be trained how to use the system effectively so that it is, over time, used to its full potential to support the school's record keeping and safeguarding.

### **To implement retrieval practice strategies across core and foundation subjects.**

The intended outcome being to support children and teachers to link learning from one key concept to another thereby making their learning map stronger. The identified curriculum leader will research methods of retrieval practice and share a range of strategies with staff during CPD time. Phase groups will then decide on appropriate strategies to trial. Staff will implement a limited number of strategies and this will then be monitored and evaluated to ensure the effectiveness of the strategies used. Support will be offered to staff as needed, with further staff meetings held to discuss findings, the impact on learning and ease of use. As a consequence of this, a range of retrieval strategies will be broadened and embedded into learning.

### **To ensure that the statutory requirements for Health and RSE are delivered.**

This will be achieved by creating a whole school policy stating the legal requirements for Health and RSE and how the school will fulfil this. The policy will be added to the website and shared with Governors and all stakeholders. A whole school curriculum map will be created to ensure that all statutory objectives are covered, and showing where and how and identifying through which subject/s they will be taught e.g. PSHE, science etc. The Curriculum Map will be shared with staff so that they have a clear understanding of the requirements for their year groups including what comes before and after. The policy will then be implemented and evaluated termly.

### **The Impact of the Cluster Group:**

The school is a very active member of its cluster, CIN NW having attended all five meetings so far. They hosted a very successful and well attended day on the 7<sup>th</sup> November 2019 with a focus on ASD Specialist Provision in a mainstream school, Growth Mindset and Art in the curriculum. The impact within school from participation in previous meetings has been:

**06.03.19 – Thatto Heath CP School** - How to adapt the environment to meet the changing needs of pupils; Emotional health & Well-being and how the Nurture provision/group has evolved. The way the school had set up their nurture provision was very useful to see as the delegate had never seen a nurture group running effectively in a mainstream school - it gave them something to consider for the future. St Peter's has a Mentor with SEND expertise, but the delegate found the way the learning mentor at Thatto Heath provided support was interesting. As a result of this, and through discussions with the mentor, she enrolled on a counselling course, where she is developing her 'Time to talk' skills further.

**19.06.19 – St Michael's CP School** - The focus of the meetings was Celebrating Diverse Provision at St Michael's. St Peter's used LBQs but it was useful to see them being used in a much more varied way. They identified that they didn't use them as effectively as St Michael's. Since the cluster meeting, they have started to use them more often and they

are also being used in Year 5 and Year 6. Observing and hearing about the school's passion for sport was inspiring. St Peter's has since increased the number of sporting clubs that they offer to children and they are monitoring the numbers of SEND/PP pupils that attend them.

**12.03.20 – St Mary's RC PS** - The focus of the meetings was Growth Mindset - Learning Powers and Outdoor Learning/Forest School. Delegates were given a tour of the school to see how Forest School has been implemented. This was followed by a talk on how the school has adopted Growth Mindset ideas. This has helped St Peter's guide their development of the new area of green space in the vicarage with specific areas using different materials to create planters, ways to involve the community and ways to link the outdoors to different aspects of the curriculum. St Peter's has already established a Growth Mindset approach, but it was helpful to refresh these ideas and reflect on their own practice.

### Overview

St Peter's CE Primary is a larger than average two form entry school with 424 pupils on roll, where the majority of pupils are of White British heritage. It is a vibrant, impressively inclusive school that serves its pupils and community exceptionally well with a strong ambition, heart and soul that marks out this truly inclusive school. This is a school where pupils and staff are encouraged to achieve their full potential, to develop as individual learners and to contribute to the school, their community and society. The staff at the school recognise that the challenges facing their pupils are not just academic and that there is a need to, educate the whole child and often their families as well. This is aptly demonstrated by their vision, *'rather than prepare our children for a future that is imposed upon them, we aim to give them the skills necessary to create the future that they perceive for themselves. Our vision is to develop our children to enable them to create the future they aspire for themselves. Our children will contribute to and prosper in society.* This superbly inclusive vision will be achieved by providing the children with an environment, underpinned by values, in which they can, *'Learn, Sparkle & Shine'*. Where pupils come to school to *'learn'*, so that they can **all** achieve and that there are the highest expectations for **all**; to *'sparkle'*, recognising and celebrating the achievements of **all** pupils and *'shine'* by representing the school in the wider community and by working towards the school's Christian values for personal development and becoming good citizens of the future. A fantastic vision and inclusive ethos that is ingrained in the very fabric of the school, its staff and its pupils. These are facts I can attest to from previous reviews and from the evidence of this online review. This is a school that continues to know its pupils, its families and community well and is determined to help everyone that is involved to the best of its ability. Everyone involved with the school, works hard on a daily basis to make a difference to its pupils and their families. Mutual respect is evident in every area of the school. All adults who work here, led by the extremely aspirational and inspirational Head-teacher and her senior team, have a clear vision for the school and *their* pupils with a relentless drive for all to succeed, but they also support their colleagues and work together extremely well. Discussions with key members of staff was extremely useful in confirming that the school continues to successfully address all 8 elements of the IQM award. During the online review numerous meetings were held with staff to discuss key aspects of the



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school and its inclusivity that was supported by documentary evidence to enhance and underpin discussions.

The initial meeting with the Deputy Headteacher with responsibility for Inclusion looked at how St Peter's has moved forward since the last review in terms of inclusion and included a thorough review that looked at and reviewed progress on their COE Action Plan over the last twelve months. This included a discussion about how progress had been limited due to the Covid 19 pandemic and also looked ahead to the proposed COE Action Plan for 2020 – 21.

There was an interesting discussion with the Assistant Headteacher who is leading the development of outdoor learning opportunities in the Vicarage garden and its use to support pupils' learning. So far a reading shed and storage area for outdoor learning resources has been erected and plans are in place for a decked area to be built to be used as an outdoor stage, when the school re-opens alongside a number of other projects such as a bird hide, a bug hotel, wall plants and other planted areas. When the school re-opens work can recommence that will include a timetable of use to be agreed for staff and classes on a regular basis. It will be interesting to see how this has evolved and is used at the next review.

I was able to have an in-depth discussion with the Deputy Headteacher who has led on developing the use of Knowledge Organisers across the school and the progress made so far. We talked about the use of knowledge organisers and how they have been embedded and extended across the school curriculum. We were able to discuss the peer review carried out by a local HT and DHT and how the positive outcomes from the review has led to improvements in the quality of the organisers, their use in classrooms, and consistency.

There was an opportunity to talk about the use of whole school retrieval strategies that will form part of this year's action plan (see relevant section above). It will be interesting to see how Knowledge Organisers and the use of retrieval strategies have evolved at the next review and to discuss use and success with staff, pupils and parents.

A meeting was held with the EYFS Lead to discuss progress on her training so that she is able to take the lead on Nursery - Reception transition and coordinate the SEN support for Reception children (see relevant section above). She has undertaken a wide range of training and attended numerous courses some of which have been curtailed by the Covid 19 pandemic. Further training with the SENCO will continue to secure this knowledge, once the school re-opens.

I was able to talk to the Nurture Group Lead about how the small provision has developed since the last review, how the pupils have coped during lockdown and plans to re-integrate them when the school re-opens. She spoke passionately about the provision that has been so successfully established at the school, about the superb, established environment, the individual timetables, the resources used to accommodate the specific needs the pupils present and enhance their learning opportunities and experiences and the support from Ladywood Outreach. We were able to discuss plans for and the difficulties for the pupils of re-integration when the school re-opens and the possible use of the outdoor space at the vicarage to support their learning.



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There was a further meeting with the PSHE/SRE Lead to discuss pupil voice through the channels of the School Council, the SHINE Team, the Eco team and how they all contributed to and enrich school life and the community with their efforts. We were also able to discuss how the school is going to ensure that the statutory requirements for Health and RSE are delivered which is an Action for 2020 – 21 (see relevant section above). A lot of the planning which includes a draft policy and curriculum map for the whole school has been completed during lockdown and will be implemented when the school re-opens fully probably in September.

We discussed how there will need to be a major focus on Mental Health and Well-being when the school re-opens and how the school will respond to this through their work with Healthy Minds UK who have announced a new online award for September 2020 – Mental Health Award for Primary schools. The award will enable the school to analyse their approach to Mental Health, create new ideas and initiatives and develop and solidify a 'Whole School Approach' to Mental Health and Wellbeing that will support their staff and pupils. It will be interesting to see how this has evolved at the next review.

The final meeting of the review with the Deputy Headteacher with responsibility for inclusion focused on the school's use of and implementation of CPOMS – Child Protection Online Monitoring and Safeguarding system and how it will be utilised once the school re-opens and how it will evolve to support the school's safeguarding processes and more.

The professionalism of leaders, governors and staff is palpable and there was clear evidence of this in the manner in which they responded so positively to the possibility of an online review amidst the Covid-19 pandemic.

Superb care, nurture and support are the foundation of, and are the heart of, everything that happens daily at St Peter's and was talked about and discussed openly and implicitly with all stakeholders during the online review. St Peter's CE Primary School is clearly at the heart of its community with inclusion ingrained in the very fabric of the school, its staff and everyone involved with it, where pupils and staff are encouraged to reach their full potential. This is a school that is constantly looking at ways to develop for the benefit of the pupils, its staff, its families and the community that it serves.

There is mutual respect and care that is evident across the staff body; and a fantastic rapport between the staff, and I suspect between the staff and pupils. Everyone involved with the school should be extremely proud of what they achieve on a daily basis and the emphasis placed on ensuring everyone is nurtured and included.

It was a pleasure to revisit the school to conduct their Year 2 COE review, albeit through an online review. Everyone involved with the school should be extremely proud of what they achieve on a daily basis and the emphasis placed on ensuring everyone is nurtured and included. St Peter's CE Primary School continues to move from strength to strength in terms of its superb inclusive practice and I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain Centre of Excellence status.



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I therefore recommend that the school retains its IQM Centre of Excellence status and is reviewed again in 12 months. They are well aligned to achieve Flagship status at their next review if they wish to consider and apply for it. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

**Assessor: Steve Gill**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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