



Assessor's Evaluation for the IQM Flagship Project



School: St Peter's CE Primary
Alexandra Street
Farnworth
Bolton
BL4 9JT

Head/Principal Mrs Lynn Williams

IQM Lead: Mrs Jenny Scott

Date of Review: 16th June 2022

Assessor Mrs Nina Samuel

IQM Cluster Programme

Cluster Group: Team NW

Ambassador: Sarah Linari

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Flagship review documentation
- Ofsted report
- School website
- School Data
- Learning walk
- Pupil discussion
- Staff discussion
- Parent and Governor discussions
- SEND and Inclusion data
- Staff structure document

Meetings held with:

- Headteacher
- Deputy headteacher/ Inclusion Lead
- Assistant headteacher – Pupil Voice Lead
- Year 6 teacher – Mindset Motivators Lead
- SLT member – Digital leaders Lead
- Pupils
- Parents
- Governors
- Teaching Assistants – Y4 & Y6



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Evaluation of Annual Progress towards the Flagship Project

The school's previous project was to develop Pupil Voice around school and to increase the impact of it. School identified that they had a number of pupil voice groups in school yet focus and development was needed in order to develop these groups so that they are able to articulate their roles, purpose and projects. The school wanted other children, staff and parents to have a deep understanding of what the groups are, why they are in place and what their focus is.

As a starting point, the school started to work collaboratively with Bright Leaders who train children to have a voice and become courageous influencers. Bright Leaders started work with the School Council in the autumn term and have now successfully worked with every pupil voice group within school. Since September, Bright Leaders have visited and supported the school on a weekly basis and staff commented on the transition from nervous children to confident ones.

There are currently five different Pupil Voice groups; School Council, Eco Team, Mindset Motivators, the Shine Team and Digital leaders. Each group has had the opportunity to introduce themselves to the school and create a Blog Page linked to the school website. All members of the Pupil Voice groups also wear different coloured jumpers so that they are easily identifiable.

School Council members have appointed a Chairperson, Vice Chair, Secretary and Time Keeper. During the review I was lucky to meet the Chair who was able to effectively communicate the role of School Council. They were extremely proud to have been appointed as Chair. The Council, alongside other pupil voice groups, has successfully organised two Charity events that members of the groups were keen to discuss with me. They successfully raised over £1000 for a local Hospice.

During my learning walk I was able to visit the Pupil Voice Wall where all members are displayed and I was able to meet with the Assistant Headteacher who oversees all Pupil Voice groups. I was also able to meet with the leaders of the Mindset Motivators and Digital Leaders.

The Mindset Motivators have worked exceptionally hard this year and are currently working on promoting Growth Mindset within school. They are assigned a new task every term by the Growth Mindset Girls and have successfully completed all three tasks set this year. In the autumn term they had to create a game to promote Growth Mindset, they made their own version of Snakes and Ladders. During spring, the focus was on perseverance, so the group devised and implemented a whole school sticker system and then during the summer term, the project was around promoting to a wider audience so they have had successful meetings with School Governors, parents and the Headteacher.

The Shine Team are responsible for the community element of school and to 'Shine like a Beacon, like Jesus did'. They meet once a week and work closely with the local church. They successfully wrote a school prayer and were responsible for redesigning the school reflection area. The Shine Team are working closely with Bright Leaders during the summer term to continue to raise their profile across school. They are 'role models for peers'.



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The Eco team has arranged litter picking events within the local community and within school; at the start of each playtime all children litter pick for two minutes. They are responsible for weekly litter picks around the school perimeter and have been responsible for distributing new recycle bins around school. The Eco team has also started a project to create a blanket for the homeless out of used crisp packets.

Throughout the review it was evident that this Flagship Project had become embedded throughout the whole school and was a high priority and focus resulting in fantastic outcomes. All pupil voice groups have a much more recognised presence within the school community and raising their voice has certainly had a positive outcome.

Agreed Actions for the Next Steps in the Flagship Project

Project Title: Promoting pupil mental health and wellbeing in school

This new Flagship Project is centred around promoting positive mental health, resilience and wellbeing for pupils in school. School believes that having a positive mental health is crucial in supporting children's learning and development, enabling them to thrive and succeed. School has identified that this is the right time for this as a priority. A great deal of thought, care and careful planning has gone into this Project.

The school will:

- Explore the concept of a Therapy Dog – an informed decision will be made about this once local schools have been liaised with and further research carried out.
- Investigate Zones of Regulation across the school – further research is planned around the Zones.
- Embed mindfulness across the school – weekly mindfulness sessions already take place, but this practice is going to be embedded further and provide children with different mindfulness techniques, which will support their own wellbeing and mental health.
- Expand the Pastoral Team – the expansion of the team will mean that more families can be supported.
- Develop and implement a whole school approach to mental health and wellbeing – a whole school policy is going to be created.
- Continue to develop the Mindset Motivators and ensure the work they do has an impact – a new teacher is taking over the lead of the Mindset Motivators and a new action plan will be created.
- Implement Yoga into the PE curriculum and train all staff in Yoga teaching – teachers will be confident in teaching Yoga and an INSET day is already booked in for staff.



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- Offer support to staff for safeguarding or behaviour management through a voluntary, supervision model – supervision will be introduced and will develop over the year.

The Impact of the Cluster Group

The IQM coordinator and staff at St Peter's CE Primary School enjoy working with the Cluster group and have engaged with the meetings. They have attended the online Cluster meetings. The summer 2021 focus was around Transition and Catch-up Programmes. The IQM coordinator was able to meet with SLT after this meeting to discuss strategies that were currently in place for interventions and catch up and also discuss new interventions for the next academic year.

The autumn meeting's date was unfortunately rearranged and school could not attend the new date due to short notice.

The spring term focus was around Thinking Schools, Trauma informed schools, SEND provision and a Nisai presentation. The IQM coordinator found this meeting extremely interesting and useful. During the meeting there was a presentation about therapy dogs in school which has helped inform the school's next Flagship project.

The next cluster meeting date is due to take place on 14th July.



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Overview

St Peter's CE Primary School is simply amazing. The ethos of allowing every child to 'Learn, Sparkle and Shine' is evident as soon as you step through the door. Every child is given the opportunity to sparkle and, as the Head explained, 'given the opportunity to find their own personal sparkle'. Children are very clearly at the heart of everything and staff strive to ensure that children are receiving the best possible start to their lives, 'everything is always for the children' here. The school was recently inspected by Ofsted in September 2021 where they were judged again as 'Outstanding'.

The Head and Deputy spoke to me about their approach to inclusion and how they have worked on 'rethinking what inclusion means to their children and their school'. The Head discussed how 'we don't know the potential of a child before giving them the opportunity to learn'. And every child at St Peter's is given the chance to learn.

Relationships are extremely strong between all stakeholders and one parent told me that the school 'is like a family, everyone knows each other and there is a connection all the way through'. The links with families and the local community are strong and there is a clear sense of a 'joint partnership' between school and parents.

There are currently four hundred and nineteen children on roll, the majority of which are predominantly White British. Sixty-four of these families are currently open to Early Help, and one hundred and fifty-seven are eligible for Free School Meals. There are fifteen children across school with an Educational Health Care Plan (EHCP) and sixty-four children currently on the Special Educational Needs register. With such a high number of EHCPs, most classes consist of a teacher, class teaching assistant and an additional SEN teaching assistant to help meet the needs of all the children. The school also has additional Teaching Assistants to provide one to one support with reading in every class and has worked on developing a specific tier of support for reading using a 3,2,1 system.

Due to an influx of severely Autistic children a number of years ago, the school created the Sparkle Room which is now accredited by the Local Authority. Currently there are four children accessing this provision with a full-time class teacher and two teaching assistants. The Sparkle Room was set up alongside an Educational Psychologist and changes in relation to the needs of the current children accessing the provision.

Once a week, several teaching assistants are responsible for running a Mum and Toddler baby group in the school studio and this has been welcomed back with open arms after COVID.

St Peter's does not have a high staff turnover and staff described it as a 'rewarding place' where they get recognised for their hard work - and their hard work is evident around school. As the Headteacher described, 'we come to work hard but we are leaving a legacy for children and their lives'.

There is an Art Studio in school which all children access for Art, Design and Technology and also Food Technology. It is run by a Higher-Level Teaching Assistant who is responsible for the amazing artwork around school. This is changed termly and has all been created by the children during their Art sessions.



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During the Review Visit, Early Years were completing a Race for Life to raise money for Cancer Research UK. Every class at St Peter's has a chosen charity which they raise money for three times a year through different events. Some charity events have made it into the local newspaper and on the local radio station.

I had the opportunity to meet with a group of pupils from different pupil voice groups during the day and they were all keen to discuss their roles in the groups. They were all happy and confident to communicate. One pupil told me that being part of a pupil voice group 'is fun and I've made lots of new friends'. Another pupil told me that being part of a pupil voice group 'means a lot to me, learning new stuff gives me a bigger shot at communicating with others and understanding them'. All of the pupils were so proud to be part of their pupil voice groups and I felt we could have carried on talking for much longer! They described their roles as 'very important' and how proud they were of themselves. During my discussion with pupils, they were keen to tell me about how nice all the teachers are in school.

There is a strong parental involvement across school ranging from drop-ins to showcasing artwork, to family learning sessions, assemblies, sports days, class events and specific drop-ins. Parental involvement is still continuing to be developed.

I also met with two school governors during the day who discussed the positive impact of having pupil voice groups in governor meetings has had.

I thoroughly enjoyed my visit to St Peter's CE Primary school and it was an absolute pleasure to meet the staff, pupils, parents and governors there. Throughout the day it was clear how much the staff go 'above and beyond' for the children at St Peter's. The Headteacher and Deputy Headteacher have outstanding relationships with children and their families and they lead by example in their interactions with children to establish a positive ethos.

It was clear that excellent inclusive practice is embedded across all aspects of school life at St Peter's and the school has continued to move from strength to strength. I, therefore, highly recommend that they continue to hold Flagship Status and I would love to be lucky enough to review their project next year.

The next review will look closely at how the school has interacted with its Inclusion Cluster. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship School status.

Assessor: Nina Samuel

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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