



## Assessor's Evaluation for the IQM Flagship Project



**School** 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** 8<sup>th</sup> June 2023

**Assessor** Mr James Cook

### **IQM Cluster Programme**

Cluster Group TEAM NW

Ambassador Ms Sarah Linari

Next Meeting

Meeting Focus

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	1 <sup>st</sup> March 2022	Yes
<b>Summer 2022</b>	14 <sup>th</sup> July 2022	Yes
<b>Autumn 2022</b>	24 <sup>th</sup> November 2022	Yes
<b>Spring 2023</b>	17 <sup>th</sup> March 2023	Yes

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

The IQM Lead continues to ensure that there is high engagement with the Cluster Group. School has attended 4 sessions as listed above. Last summer focussed on psychology-based approaches to promote positive Mental Health and improve the ability of children to learn within the school environment. This allowed staff attending to reflect on current practices in school and feed into the development of the Year 2 project, ensuring Mental Health and Wellbeing is not only promoted but enables learners to thrive and succeed as they clearly are. In addition, attendance at the Cluster Group has helped staff to reaffirm the approaches used in school are rooted in research that shows the impact of social and emotional learning and behaviour. Staff are well aware of the need to skillfully implement and challenge terminology when it comes to social and emotional learning and behaviour. Another impact of the Cluster Group has been a



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renewed focus in the 3<sup>rd</sup> year of the Flagship experience. School are building on their engagement with the Autumn session, making communication a priority task during the final phase of the Flagship journey. Staff working with 4 children with an Education and Health Care Plan (EHCP) explained the strategic approach to creating a whole school communication plan with specific focus on a shared model and language of metacognition as well as developing a 'think aloud' model rooted in teaching and learning through and supported by a strong Continuous Professional Development (CPD) offer. Staff are aware of the strategies and tools they will use to monitor and evaluate this element of the new project as shown in their detailed action plan. Furthermore, the final session led to pastoral staff introducing a new celebration of school success and achievement. Children enjoy having a photo taken with a glass of sparkling water and receive an award. Attendance to the Cluster Group was planned by the IQM Lead to provide wider engagement with the sessions across school. A variety of staff including teachers and pastoral colleagues attended sessions and are actively providing impact for children and staff. Additionally, school has ensured that 8 KS2 children participated in the IQM Panathlon event at Bolton Football Club! This helped to give them the opportunity to participate but also develop a greater sense of confidence and have a great time.

### **Evidence**

- IQM Flagship Review Documentation
- Ofsted Report
- National performance data
- School website
- Whole-school development plan
- Selection of Pupil Profiles and Provision Maps
- Inclusion data
- School SEND Information Reports
- SEND Inclusion Policy 2023
- Behaviour Policy

### **Additional Activities**

- Learning Walks
- Discussion with Children
- Discussion with Parents
- Discussion with Governors
- Discussion with Senior Leaders
- Discussion with Support Staff

### Evaluation of Annual Progress towards the Flagship Project

St Peter's School have shown dedication and high engagement with their IQM Flagship project over the past year. The project to promote pupil Mental Health and Wellbeing demonstrates high impact for children, staff, and parents. The project came about due to the higher profile of supporting children's Mental Health and Wellbeing following COVID. From the onset of the project, leaders made strategic choices like adopting strategies and tasks rooted in research. The school decided to utilise current services like Aspire behaviour management that had been tried and tested in school with groups including the 'Sparkle Room', ensuring that the needs of the children are being prioritised at all times.

Leadership of the mindfulness project has been thorough, thoughtful and has resulted in strong buy in from staff and students.

Children and staff are fully engaged and show understanding and skill in addressing Mental Health and using mindfulness strategies, both formally and informally. School has included national initiatives in its' approach to Mental Health, engaging in Mental Health Awareness week. The language of mindfulness is second nature to children. I had the pleasure to speak with 4 children ranging from one Year 5, two Year 4 pupils and one Year 6 pupil. The children were experts at explaining how they have been learning about Mental Health in PE sessions like Yoga, in which all children have completed a unit as well as elements being used within lessons for mindfulness sessions. They explained that they can use a mindfulness tool every day or even each lesson. For instance, one child explained that they enjoyed mindfulness colouring to help return to task and even did this at home. Another explained that they were taught to accept that some problems can be difficult to 'scrunch up' like in the activity they were taking part in but that even with creases in we can 'learn to deal with them when we open them up'. Furthermore, as part of the 'Learn Team', previously named 'Mind-set Motivators', they help Year 1 children to read and that this helps them as well to feel good about themselves. The team is led by children and they have been given a large amount of ownership to look at further areas they would like to work in or support this term. Yet another area of impact for children is the highly successful 'Rock Kids' that children and staff at all levels recognise the value it has on helping all members of the school community to not only have a rock concert in school each term, but get better at emotional awareness and treating each other with more respect.

The curriculum and teaching and learning time expertly threads mindfulness as part of an accessible toolkit used throughout each learning experience, when required. During the learning walk I was able to see staff using music to great effect as a tool to explore mindfulness and promote wellbeing. Children learn about a composer each term and one class were looking at the composer John Williams whilst using the music to engage in a mindfulness breathing activity. Each child that I encountered during my visit demonstrated a clear understanding that staff were caring for their Mental Health and Wellbeing and that they were enjoying the strategies being deployed.

The use of the Lily-Jo project resources to support children's Mental Health is another example of how the curriculum has been adapted skilfully to provide bespoke

opportunities for Mental Health support. The project aims to eliminate the stigma surrounding Mental Health again through music, digital resources, and community engagement. Children enjoy the messages and singing the songs from the videos and the resources enable staff to reduce workload whilst at the same time selecting high quality resources for the development of the project, supporting discussions around Mental Health. Further down school, reception classes engaged well with the planned use of 'Think Equal' and are continuing to deliver two sessions per week with a view to commencing earlier in the next academic year. The programme is committed to social and emotional health and wellbeing based in social emotional learning. Those staff engaged in this programme demonstrated impacts like children using the mood meter in class and showing more expression of their emotions. As a result leaders and staff are looking to share this practice in the next academic year across multiple year groups. Each Year 3 class now has access to a 'therapy box' in class and the impact of this is due to be collected from pupil voice before the end of the Summer Term 2023.

Parental support is evident in the shared approach to behavior, ethos, and values in school. I spoke to two parents, and both explained that as a result of the work done in school about mindfulness and Mental Health that they were seeing some engagement at home. For instance, as a result of the inclusion of yoga sessions within the PE curriculum children were keen to share and find new yoga moves at home as well as self-regulation like finger breathing. Parents explained that they were informed of the project and feel part of it. There is a strong sense of trust in the expertise of staff and their ability to plan, provide and evaluate what is best for their individual child's needs.

Throughout the project there is evidence of staff effectively planning, delivering, and reviewing strategies to support children. For instance staff initially explored the possibility of a therapy dog and continued to review progress each term and adapt new possibilities to achieve their goal. Leaders have now taken a place on a waiting list as well as looking to have a staff member's dog accredited thanks to a possible volunteer. Pupil voice is collected and has shown high impact of mindfulness strategies through Yoga sessions but also through more ad-hoc tools used during lessons and sessions such as 'finger breathing'. As a result the children are confident and becoming increasingly skilled at self-regulation. There is a strong element of trial, test and review before committing resources to tasks. This is evident in the initial weekly mindfulness sessions earlier in spring 2022 becoming more embedded, even daily routine, as a result of the decision to review staff and pupil voice regularly. The IQM lead has ensured that there are at least termly reviews of key action plans like for the Learn Team and the development of the Mental Health action plan due to be reviewed this term.

Staff demonstrate that they are supported in St Peters both personally and professionally. An important part of the project that developed was the inclusion of 'Supervision' as a way to support staff Mental Health and Wellbeing. Staff are aware that this is available and of those staff I spoke with ranging from pastoral, teaching and support staff, they all had a shared understanding and experience of trust and 'putting people at ease' with some effects being seen in relationships between staff and children.

### Agreed Actions for the Next Steps in the Flagship Project

- Look at ways to include parents and carers in the project to develop a shared understanding of metacognition and the impact this can have on children. Previous parental engagement and inclusion is excellent.
- Look at taking a leading role in Cluster sessions to share and determine good inclusive practices happening in school.
- Look at suitability of wellbeing hub from Cluster session. Is this already happening, is it necessary?
- Continue to monitor and review impact and identify areas where strategies for mindfulness and Mental Health could be extended. For instance, explore the potential of using Think Equal across school to further embed the progress made in children's emotional health and wellbeing.
- Look at completing and developing the proposed Mental Health action plan and link to auditing/reviewing current practices and areas to expand across school.
- Look at completing the whole-school communication plan disseminating.
- Continue to enhance methods to increase and retain parent engagement with the new project.
- Include parents in the knowledge of the project.
- Continue to offer excellent CPD opportunities for staff.
- Ensure that the next project is linked to the School Development Plan (SDP) for 23/24.

### Overview

The ethos at St Peter's is that children are being prepared to create the future they want for themselves. The overall vision is that children will 'contribute to and prosper in society'. The school aims to achieve this through creating an environment where children can 'learn, sparkle and shine'. The promotion of pupil Mental Health and Wellbeing in school is leading to Mental Health and mindfulness strategies becoming increasingly embedded across the school community. Staff consistently demonstrate the need for all children to feel success and achievement is part of their self-image. The 'opportunity to praise a child is never missed!' Leaders recognise the importance of a need for a curriculum that provides a 'wide range of opportunities to be promoted and excellent outcomes achieved'.

The school has strong links with its Cluster schools in the local area and continues to lead and share best practice across both the IQM Cluster Group and the local network. Prior to my visit the school has regularly attended IQM Cluster meetings and the Headteacher is chair of the local Farnworth Cluster of schools. This provides a further opportunity to share best practices and celebrate the successes already achieved. In September 2021 the school maintained its 'outstanding' judgement from Ofsted. The school has since been on a well-planned and purposeful journey to enable children to further thrive and succeed by building resilience and understanding of the Mental Health and Wellbeing following COVID. Reading, writing and maths at St Peter's is higher than the local and national averages and reading is visible everywhere across school through directed interventions and in-class support. The school regularly undertakes learning walks and book scrutiny as part of routine monitoring and reviews progress regularly.

With 35.5% of children eligible for Free School Meals funding in relation to the national average of 23.8% school is above average. Prioritising the Mental Health and Wellbeing of potentially more disadvantaged children who statistically perform lower than that of other pupils was and is a fundamental priority for school leaders. There is a free breakfast club every day for all children. All staff recognise that they have often needed to provide support to children and families with additional challenges and continue to have high, yet achievable, expectations of children's academic standards. The staff, children and community are a 'phenomenal family' passionate about developing and communicating to reach the best possible outcomes. The staff that I met during my visit ranged from support staff, class teachers, and leaders; all of whom know and gave concrete examples of the necessity to develop the holistic needs of children to allow them to 'learn, sparkle and shine'. There is an 'open door atmosphere of support' where staff feel comfortable to speak with leaders and colleagues and that it 'does not feel like a job but a joy to watch the children thrive'.

The number of children with special educational needs and disabilities (SEND) is reported by leaders as slightly above the national average at 15%. The school is proud to demonstrate that every child at St Peter's is included and provided with the chance to 'learn, sparkle and shine'. During my visit I observed children taking part in whole class lessons with the skilful support of Special Needs Assistants (SNAs) and targeted intervention groups with teachers for circle time using the 'Sparkle Room'. The school has clear systems in place to monitor, review and intervene in relation to all children





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and their needs. Profiles are used to plan, inform, implement, and evaluate the strategies required for provision maps. There are regular systems for review. Each term SEND meetings are conducted with the IQM Lead (Deputy Headteacher/SENDCo) to review and plan additional strategies, support, and provision. Staff strive to be a 'safe space' for children. One parent reported that through school "helping children they were actually helping parents." The recently expanded pastoral team is providing a clear layer of support and engagement ranging from safeguarding, attendance and parental liaison. There is a designated senior leader for parent voice, which shows the meet and handover system led by support staff each day, this is a strength recognised by staff and parents. It allows school to feel like a 'family' and build relationships further with school and home.

The project is the product of St Peter's School's comprehensive approach to not only promoting but evaluating effectively and embedding further their progress in making children resilient and equipped to deal with their Mental Health and Wellbeing. Both parents and children have expressed enjoyment with the strategies. During my visit I was able to meet two parents. They were both extremely positive about St Peter's and the developments made by leaders and staff at all levels. Parents 'trust' school to do what is best and will continue to engage with projects from school for the benefit of all. Such positivity and collaboration have not only helped parents to feel confident about children's Mental Health but has helped to embed practices into daily routine and selection by children. This continued partnership can only help continue to strengthen children's ability to deal with times when they may find it difficult to 'learn, sparkle and shine' both in school and the community.

It was my delight to meet with staff, pupils, parents, and Governors at St Peter's School. Throughout the review day it was clear that the staff know how to interact with all of their children because there is a genuine interest in them and their family's holistic needs. This is the result of the dedication and focus given by leaders to forging, developing, and strengthening excellent relationships with the children and their families. They lead by example and set the tone of this positive and effective ethos.

I thoroughly enjoyed my visit and seeing first-hand the excellent inclusive practice which is embedded across all aspects of St Peter's School. Despite recent national difficulties and their legacy, they continue to move forward in enhancing inclusive practice.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. 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 Flagship status.

**Assessor:** Mr James Cook

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

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