



Assessor's Evaluation for the IQM CoE Award



School Name: Lambs Lane Primary School
Back Lane
Spencers Wood
Reading, RG7 1JB

Head/Principal: Sharon Finn

IQM Lead: Claire Carroll

Date of Review: 8th March 2022

Assessor: Pam Ash

IQM Cluster Programme

Cluster Group: Inclusion Champions

Ambassador: Ralph Silverman

Date of Next Meeting: 18th March 2022

Next Cluster Group Meeting Focus: An inclusive and creative learning environment

Sources of Evidence during IQM Review Day:

- School Website
- Ofsted Report January 2022
- IQM review and Action Plan
- School Tour led by the Inclusion Manager
- Conversations with Headteacher, Senior Leadership Team and Inclusion Lead
- Meetings with teachers and support staff
- Meeting with the Chair of Governors and a parent
- Meeting with pupils



Summary of Targets from 2021-2022

Target 1: Commitment to a positive response to the wellbeing needs of the school and preparation for future change.

The school has been very proactive in its search for training so that staff can support and lead on wellbeing. A member of staff who had received Nurture training then left. Three other members of staff have now been selected to receive training but sadly because of the popularity of this Local Authority course, they are on a waiting list. Other forms of training were examined. The Inclusion Manager and the Parent Support Advisor have completed Place2Be Mental Health Champions training and the PSHE Lead, and nine other members of staff will be attending training in the Spring Term. The Headteacher and Inclusion Manager have shared the Wellbeing for Education Return Training with the staff. A pilot alternative Nurture Programme was planned for February 2022 and appropriate support staff are now delivering wellbeing support via Nurture groups or individual support as co-ordinated by the PSHE Lead and the Inclusion Manager. The aim is to have a full wellbeing and nurture programme in place by the Summer Term 2022 and this will incorporate transition.

Therapeutic thinking is a whole school initiative and training is being rolled out to all staff. Outcomes from this new approach are seen for example in the school's rewards system. Rather than simply rewarding achievement, awards are given for effort, perseverance etc. In this way, all pupils are recognised.

The school has used the Oxwell Survey to highlight pupil need for Years 5 and 6. As the data was not received in time for the school to use effectively, aspects of this survey will be incorporated into an online questionnaire that can be completed individually and SEND appropriate versions will be made available. These can be completed individually or with support.

The school has recognised that the emotional needs of the pupils have become more diverse, more changeable, and more intrinsic to both learning and socialising and that more pupils require support across all age groups. Work is now underway to record feedback from wellbeing sessions so that both achievement and concern can be monitored. There is no doubt that the school's reflective practice means that it is well placed to respond appropriately to the changing pupil need as it arises.

Target 2: Provision of suitable and effective methods of assessment to accurately track progress in children with special needs.

The school has continued to research assessment schemes to find one that best fits. The Engagement Model is now being used. This supports the assessment of pupils who are not working at National Curriculum levels. This has been especially useful as the school has welcomed pupils with complex needs. An individualised reporting format has been developed over recent terms and has been shared with the parents of children who have EHCPs as well as those in the resource group. This format highlights progress on specific targets which are linked to each pupil's Individual Provision Plan and EHCP objectives. The Individual Provision Plan targets are discussed termly and



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are moderated by the Inclusion Manager. This ensures that assessment focuses on current need. The school is assessing the overall effectiveness of the new reporting system and a full report will be completed by the end of September 2022.

Target 3: Commitment to an inclusive and meaningful method of information sharing for parents and carers that is flexible and adaptable.

A new Parental Support Advisor has been appointed following the resignation of the previous post holder. The new post holder is also a member of the school admin team. A trial was undertaken to ensure that the two roles would not be conflicting and so far, it has gone well. Being in the school office means that the Parental Support Advisor has direct access to information about attendance etc and this has been incredibly positive as issues can be picked up quickly. She is also someone who is known to the parents and pupils. She has completed the Place2Be Mental health Champions Training.

A library of resources and services for parents is being developed. This information is also useful for the young people as well as staff. The aim is for the website to be kept updated with all relevant information. The website currently has a range of links for parents to access.

There are regular meetings with parents, but it is recognised that building relationships with families can also take place informally. For example, there are meet and greets at the school gate or office, catch up phone calls and texts and these help to build an information base about the families as well as supporting parents/carers in getting to know school staff. If a more difficult conversation is needed, care is taken to decide who should undertake this and whether it should be one person or more than one and what would be the best format. A parent spoke highly of how supportive staff are and how the use of phone calls home was particularly helpful during lockdown.

The school wishes to support the parents as much as possible by providing support about mental health and wellbeing for the adults and children.

Target 4: Provision of suitable and effective behaviour support strategies to ensure that all children are able to access appropriate learning opportunities.

Members of staff across the school have completed Team Teach training and there is evidence of positive outcomes from this approach. This approach linked to the Therapeutic Thinking that the school is committed to, means that all aspects of school life are being reviewed. One, for example, is the behaviour management system and the processes involved, including the language used when managing behaviour and the reporting of it. The move is towards the use of positive rather than negative language.

The school makes good use of the support offered by Foundry College to help understand the needs of pupils who are communicating through challenging behaviour. This is a joined - up approach that supports the school, families, and individual pupils. The school records positive handling when it is needed, and this information is then used to inform provision planning for individuals.



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Whole staff training has taken place for Therapeutic Thinking, and this includes admin and lunch time staff. Further staff meetings and training opportunities will continue to take place to ensure that this way of thinking is fully embedded in school life and that all staff understand its importance and relevance. Work on this target will continue to evolve.

Agreed Targets for 2022-2023

The targets for the next year are a natural and sensible progression for the school.

Target 1: Continue to develop and embed Therapeutic Thinking with a particular focus on three key areas: effective use of language, managing behaviour and developing policies and procedures to support changing practice.

Actions to include: updating behaviour policy and documentation to support Therapeutic Thinking and to continue to work with all stakeholders to embed the three areas into school life.

Target 2: Raise awareness amongst wider staff group of mental health and wellbeing strategies and approaches to maximise support for vulnerable pupils

Actions to include: the completion of the Mental Health Action Plan, extend awareness to include all staff and stakeholders and to include wellbeing in school questionnaires and to analyse results.

Target 3: Ensure that all pupils and staff are valued regardless of gender, religion, cultural background, or special educational need/disability. Efforts made to remove barriers to engagement and learning.

Actions to include: undertaking Equality Training and action research, audit of resources, audit of equality in the curriculum across the key stages and thinking about equality when planning Cultural Capital.

Target 4: Continue to engage parents in a range of aspects of school life, including; learning and development, Therapeutic Thinking, Mental Health, and Wellbeing.

Actions to include: introducing parents to Therapeutic Thinking and provide updates on how it is being developed in the school and to continue to develop strategies to effectively engage all parents including the hard to reach.

The Impact of the Cluster Group

The Inclusion Manager has taken part in all of the Cluster Group Meetings over the last year. She spoke positively about how useful they had been and how it was good that they had been able to stay connected virtually but stressed how much is gained by visiting other schools. Even though the setting may be different, there was always the opportunity to think about how approaches could be adapted to fit her school. She spoke too about how the group members were getting to know each other and were an



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excellent point of contact for support and development. She was looking forward to attending the next meeting later this month.



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Overview

Lambs Lane Primary School is a one form entry school with currently 207 pupils on roll. It holds a Special Resource Provision for 10 pupils with complex needs including disability which currently has 5 pupils. All 5 pupils are fully integrated into the school. In addition, the school has 32 pupils on the SEND register, with 12 having EHCPs.

The school had an Ofsted Inspection in January 2022, and the inspector wrote, 'Lambs Lane is an inclusive and welcoming school.' I can thoroughly endorse this comment. Throughout the day I was struck by the positivity and enthusiasm of both the staff and the pupils. From my first meeting with the Headteacher and Senior Staff, it was clear that inclusion is at the forefront of the school's work. Reflection and planning are key elements of the school's work and are used to ensure that individuals receive appropriate support. Ofsted also reported that, 'pupils are known and valued as individuals' and all staff spoke to me about the importance of knowing and understanding the needs of individual pupils, pupils also told me about how they felt supported as individuals.

All staff spoken to, whether teaching or support staff, reflected the same message, that the school was all about inclusion and that they wanted each child to feel valued and included. The culture of the school is to ask if you do not understand. As the school is small and this facilitates good communication and gives a family feel. Both pupils and adults feel supported and said there is always someone to listen to you and offer help. There is no role demarcation in the school, adults can approach anyone, and it is the same for pupils. Pupils will speak to office staff equally as easily as classroom staff. Teamwork is paramount and the staff say there is nothing that will defeat their desire to support and enable their pupils.

Lambs Lane offers a broad and balanced curriculum and particular attention is given to adapting the work to allow access for all pupils. I visited on the second day of the school's Arts Week where the usual timetable was suspended, and pupils in mixed age groups attended a range of activities. The session began with the pupils in the hall as an airport lounge, they had their passports and were taken off to different 'countries' to explore their different activities. There was silk painting, mosaic making, weaving, drumming and the Haka to name but a few. Much preparation had gone on beforehand to ensure that all pupils were able to access the activities, with, for example, individuals being taken to the rooms earlier in the day so that they knew where they were going. Pupils were carefully paired in the groups, and I observed Scottish Country Dancing where one of the younger pupils was being supported by an older one. I was told that the older pupil would have struggled had he not been given this responsibility. In the same group was a girl in her wheelchair following the same routines with adult support. I was struck by the obvious engagement and enjoyment of the pupils and the creativity of the staff.

The school environment is fully accessible, and corridors and classrooms are ordered in such a way that wheelchairs, standing frames and other physical support apparatus are not tucked away. The pupils who need this support are therefore included within the classroom. Each classroom has computers and where required; they have adapted key boards. The display boards around the school are deliberately functional so as not



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to overwhelm sensory needs. Classroom displays show the current topic and in corridors there are displays that remind pupils of the school's motto: Reach Out and Shine. One corridor display shows the different aspects of the school year and it of course a work in process. I was also shown the class scrapbooks, each class records the work they have done in large books and all pupils are included in the books, which are produced through collaboration by pupils and staff. They do offer an opportunity for pupils who would like to have more quiet time during breaks and lunch to support in the creation of the books. Scrapbook though is a misnomer as the books were all beautifully and thoughtfully crafted. The playground has been developed in one area and provides what could be used as a sensory circuit as well as play activity during breaks and lunch. Plans are in place for markings on the playground that could also be used by those in wheel chairs and for another activity area with slopes and ramps which would be accessible for all. There is also a school field across the road, which is used on a rota system

I met with a group of Y5 and Y6 pupils who were extremely articulate and full of enthusiasm for their school. They said how the teachers made learning fun. They spoke enthusiastically about the Arts Week and were looking forward to the afternoon. They described how they knew that there was always an adult to speak to if they needed it and how pupils supported each other indeed I witnessed this at lunch time when a pupil using a frame had friends with him and the same for a pupil in a wheelchair. Pupils said they were able to have a say in the life of the school, they spoke about being consulted about the adventure playground and liked the fact that adults listened to them. The pupils spoke about equity rather than equality in the way individuals are supported. They clearly understood this concept which is a credit to the work of the staff. They liked how the school creeds of Care for Everyone and Everything, Follow Instructions with Thought and Care, Show Respect and Good Manners, is used, and referred to on a daily basis. One girl hung back as the others were leaving. She shared with me the fact that she has two autistic brothers in the school and how well they were supported. She could see that they were happy to be in school and this reassured her.

The Chair of Governors explained that the Governing Body only has two sub committees to deal with staffing and performance management and so that means that all other information goes to the full Governing Body. Governors can then be directly involved in the work of the school. There are Link Governors, and they make regular visits to the school, to monitor work and offer support. Written reports are completed and shared with everyone. The Governors are fully supportive of the school's approach to inclusion.

Parents also support the school's work on inclusion. One parent told me how she has seen the change in the way staff manage individual need. Now it is common practice for staff to know and understand about the individual needs of pupils and to adapt expectations and also to support parents. Parents feel very positive about the school. Communication is exceptionally good, and staff work to make good relationships with parents by both formal and informal means. The school takes onboard what parents say and staff are very approachable. The school looks forward to being able to work more closely with parent groups in school as restrictions around Covid are removed.



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The school has maintained community links. It was, for example, a stop on the village scarecrow trail, supported the local foodbank and was able to hold outside school events like book sales and the Y6 leavers activities. In addition, the school is active in local networking groups.

I really appreciated the warm welcome I was given by staff and pupils in the school. There was so much evidence to support the school's positive work on inclusion and throughout the day, I saw how much it meant to staff to ensure that the needs of individuals are met. The staff's reflective and thoughtful approach ensures that the school is warm and welcoming and aspires to do the best for each child. In my opinion, the school more than meets the criteria for a Centre of Excellence Award and should retain this status and be reviewed in a year's time.

Assessor: Pam Ash

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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