



Assessor's Evaluation for the IQM CoE Award



School Name Woodside Primary School
Whitchurch Way
Runcorn
Cheshire
WA7 5YP

Head/Principal Mr Richard Collings

IQM Lead Mrs Chelsea Percival

Date of Review 8th June 2023

Assessor Ms Sarah Linari

IQM Cluster Programme

Cluster Group Inclusive Allsorts

Ambassador Ms Sarah Linari

Next Meeting 30th June at Barnton Community Nursery and Primary School

Meeting Focus Curriculum development, language and communication skills,
Oracy and attendance strategies.

Cluster Attendance

Term	Date	Attendance
Spring 2022		n/a
Summer 2022		n/a
Autumn 2022	9th November 2022	Yes
Spring 2023	21st March 2023	Yes

Evidence

- IQM CoE review documentation
- Ofsted Report (2022)
- School website
- Performance Tables
- School priorities
- SEND support plans
- EHCP review documentation



Assessor's Evaluation for the IQM CoE Award



Additional Activities

- School tour/learning walk
- Displays
- Learning environment audit
- Meetings/discussions with:
 - Headteacher
 - IQM Coordinator/SENDCo
 - Assistant Headteachers
 - Class Teachers
 - Teaching Assistants
 - Pupils



Summary of Targets from 2021-2022

Target 1

To develop the use of success criteria and individualised targets.

- *Individual support plans are used as a working document and are reflective of individual needs.*
- *Targets are reviewed half termly and amended appropriately.*
- *Monitoring of books for SEND pupils.*
- *PIVATs assessments completed for pre-Key Stage pupils.*

Pivats are used to assess any pupils who are working at pre-key stage standard. Previously they were implemented in the Resource Base but have now been embedded across the school for those pupils who are working at that level. During the review, we looked at examples of individual support plans and half termly review documentation. The Special Educational Needs and Disabilities (SEND) Coordinator talked about how the systems have recently been developed and refined to provide a more consistent, holistic approach which better reflects the needs of the child.

The school recently had a Local Authority peer SEND review. The review was a success and the SENDCo feels it reflected the positive impact of the changes made to SEND provision over the past few years.

Next Steps:

Continue to ensure that targets are specific to the needs of the individual child.

Target 2

To provide more family learning opportunities in school and provide more 'stay and play' opportunities to parents to engage in learning in school with their children.

There is a wide array of opportunities offered to parents and carers to attend school throughout the year. Examples of events which have taken place across the year include a Key Stage 1 science workshop, which was led by Family Learning. It involved workshops with science experiments in the school hall. There have also been reading workshops and mental health sessions. Feedback from the workshops has been positive, although attendance at these more focussed events has been varied.

The more informal events on offer seem to be better attended. The 'breakfast with a bagel' sessions have proved popular with parents who stay in school after drop-off in the morning to read with their children whilst enjoying some breakfast together. Fun family activities such as the Mothers' Day craft afternoon are also popular. There is a Fathers' Day afternoon planned to encourage more dads to attend a school event.

A monthly coffee morning has been set up to invite parents and carers into school for an informal chat with other parents and teachers. The staff have started introducing a



Assessor's Evaluation for the IQM CoE Award



focus for the sessions, for example, online safety, to try to disseminate some of the key messages through this less formal forum.

Next Steps:

Leaders would like to try to encourage wider attendance at school events. The harder-to-reach parents and carers are not engaging as hoped despite all efforts. Staff feel that it is the same families who take up the opportunities offered. This is positive but they would like to reach some of the families who are reluctant to engage.

Target 3

To develop and utilise further opportunities to provide learning outside the classroom and as appropriate to foster both international links and links with other schools within the UK to support learning and development within the curriculum.

All teaching staff have attended training for outdoor learning. They attended a Continuing Professional Development (CPD) delivered by Halton Science Hub with a focus on learning science outdoors. The concepts can extend to all subjects. As well as opportunities to learn outdoors as part of the lesson, the Leaders ensure that the children have access to a wide range of enrichment opportunities.

This academic year, every class took part in an outdoor adventures day where they enjoyed activities such as archery and orienteering. Each external visit is linked to the curriculum to bring the learning to life for the children. The external visits also provide the opportunity for pupils to develop their wider skills such as resilience, self-esteem, team building and communication.

Children from Years 1 to 6 were all offered a fully funded residential visit. Pupils, even those from the Resource Base and those supported by 1:1 Teaching Assistants, were able to take part in the fun outdoor activities. Although the Reception pupils didn't have a residential trip, they took part in lots of external visits including a visit to the theatre, safari park, zoo and local shops.

Other outdoor learning experiences offered whole school are the library visits which take place for each class once per term and the two-week Bikeability course.

When asked what they enjoy most about the external visits and outdoor learning opportunities, pupils talked about it being "really exciting and fun." One pupil talked about how they "overcame [my] fears" during one of the outdoor adventure activities.

Next Steps:

The plan is to further develop the use of the outdoor spaces in School to enhance the curriculum.



Agreed Targets for 2022-2023

Target 1

To ensure that Makaton signing is embedded and used by staff across the whole school.

Comments

For all children to feel included, each class has been learning Makaton during a 10-minute session every afternoon to allow them to communicate with children who use Makaton. The plan is to develop this further to embed Makaton as an everyday form of communication. It could be worthwhile visiting Knotty Ash primary School who have a Deaf Resource Base (DRB). They teach all children in the mainstream British Sign Language so that the DRB children are fully integrated.

Target 2

To evaluate systems and procedures across all interventions and ensure the impact measured shows good progress for all children. Children will make positive progress across interventions such as IDL, RWI, Precision teaching and Talkboost interventions.

Comments

As part of the ongoing drive to improve SEND provision, the SENDCo plans to implement a more robust approach to evaluation. The hope is that the evaluation of interventions will ensure that there is always positive impact on pupil progress. This reflective approach replicates the overall evaluative culture within the staff team, who are always looking at ways to develop provision further.

Target 3

To improve the parental engagement of hard-to-reach families, particularly including those of children at SEND Support or EHCP.

Comments

We discussed this target in detail on the review day. It is clear that the Leaders have already exhausted many ideas and initiatives to try to encourage the harder-to-reach families to attend. We talked about the ideas shared at the cluster meetings this year and how they could be incorporated into the current offer.

Target 4

Develop and formalise CPD opportunities across the school, identifying where there is a training need and ensuring that this is met effectively and appropriately. Staff



Assessor's Evaluation for the IQM CoE Award



to complete an evaluation following any training attended and asked to feedback to all staff as appropriate.

Comments

Additional to the plans for this target which were planned by the IQM Lead, we talked about the option of introducing a CPD plan similar to the Welsh National Project Enquiry Projects (NPEP) which we heard about at our last cluster meeting at Bryn Elian. Woodside could adapt the idea to implement a research-driven, project-based CPD strategy to allow staff to develop their own personal areas of interest which directly impact on improving provision for the children.

The Impact of the Cluster Group (with details of the impact of last three meetings)

Woodside Primary School achieved Centre of Excellence Status at the end of last academic year. They were welcomed into the Inclusive Allsorts Cluster Group. The Headteacher has attended the autumn and spring term meetings. The IQM Lead will be attending the final meeting of the year.

During the review day, the Headteacher reflected on the benefits of visiting other schools. We discussed some of the ideas from this year's cluster meetings which were particularly inspiring. One idea which the Headteacher would like to implement is the Alumni Wall which we saw during the tour of Bryn Elian. The Headteacher also found the transition model and inter-phase link work interesting. This is something that they intend to investigate further. Some of the parent/carer initiatives shared at the cluster meetings this year have inspired the ideas for Woodside's parental engagement events.

The IQM Lead and Headteacher recognise the benefits of the Cluster Programme. They have engaged fully this year and I am sure will share their best practice at future meetings.



Assessor's Evaluation for the IQM CoE Award



Overview

Woodside Primary School is an exceptionally inclusive school where each child is known on an individual level. The Headteacher describes the inclusive ethos as "warm", which having spent the review day at Woodside, with the staff and pupils, I fully endorse. There is a positive, nurturing environment from as soon as you enter the building. Inclusion is at the heart of everything at Woodside. The SENDCo explains that it is simply "who we are and what we do".

Thank you to all staff and pupils at Woodside Primary School for welcoming me so warmly into the Woodside family. The Centre of Excellence review day was a reflective and open process. I thoroughly enjoyed experiencing inclusion in action throughout the day. The staff are a close-knit team who work cohesively to support and nurture the children. All members of the school community are valued equally, with no divisions.

The school serves a challenging area of Runcorn, with high levels of poverty, antisocial behaviour and crime. Around 75% of the pupil population is eligible for Free School Meals (FSM), a figure significantly above the national average. 26% of children are on the Special Educational Needs and Disabilities (SEND) register, with 17 children supported through Education, Health and Care Plans (EHCPs). The school has a Key Stage 2 Resourced Provision for pupils with Social, Emotional and Mental Health (SEMH) needs. Due to its success, the Local Authority will be opening a Key Stage 1 SEMH provision at Woodside next academic year.

Staff at Woodside are kind; they are empathetic of children's needs and circumstances. Each class has a Teaching Assistant to aid the Class Teacher in supporting the varied needs of all children, as well as helping to personalise the learning to suit individual needs. A significant proportion of the school's budget is invested in staffing to create additional capacity to support the complex needs of the pupil demographic. Staff role-model positive relationships, promoting a sense of trust as well as teaching the pupils how to engage in positive interactions. Staff are nurturing. They clearly enjoy working with young people and talk about how they, "treat the children like they are our own children and give them the values we give our own."

Pupils' social and emotional needs are well-supported through the two Emotional Literacy Support Assistants (ELSAs) and in-school counselling service. There are also three staff members who are trained Mental Health First Aiders. This allows a graduated response to supporting pupils' mental health and wellbeing needs. A Teaching Assistant, who is also one of the ELSAs, explained how a "nurturing approach" is vital as many of the children "are in turmoil." The ELSA support provides a safe space for children to talk. In addition to the small group and 1:1 sessions, they offer daily drop-ins.

Attachment disorder has been identified as one of the main challenges amongst the vulnerable pupils. To further upskill the staff to support the children, all staff attended a conference on trauma. There is now a consistent approach from all staff, which ensures pupils feel secure in their relationships with the adults in the school. The school's mission and vision were reworked in September during a training day whereby staff reflected on the values and how the vision should be visible through everyday routines,



Assessor's Evaluation for the IQM CoE Award



habits and behaviours. This led them to reflect on which character traits and behaviours, aligned to the school's mission, they would like to promote. Subsequently, a Behaviour Framework for both staff and pupils was created. Again, this has led to increased consistency of approach and the modelling of desired behaviours from all staff.

A much-loved member of the Woodside family is the School Dog, Rosie. Rosie is a new addition, inspired by last year's IQM assessment recommendations. She supports all pupils' mental health and wellbeing throughout the school day, in class and at play times. The dog also acts as therapeutic support to any children who are upset or dysregulated. The emphasis placed on mental and emotional wellbeing means that children feel safe, secure and calm when at school.

Staff are equally well-supported in terms of their mental health and wellbeing. All staff spoken to feel supported by the Senior Team and each other. The Headteacher completed a course which focussed on mental health in the workplace. As part of this, an action plan was created to support staff's wellbeing. Staff wellbeing is a standing item on every Governor meeting agenda. Staff with young families are encouraged to drop off or collect their own children from school once per week. They are also supported by the Headteacher if they want to attend events at their children's schools, such as sports days or nativity plays. Each staff member is given one Wellbeing Day per term whereby they take the day off and enjoy an activity to support positive wellbeing. Termly anonymous staff surveys allow the Headteacher to gather regular feedback and respond to any issues which arise. The Headteacher is mindful of looking after the staff team and the low staff turnover numbers are testament to the positive working environment created.

Woodside pupils are remarkable. Their attitudes towards learning in lessons are excellent, as is their behaviour. There is a positive, calm environment throughout the school during lessons, at play time and lunchtime. Pupils are welcoming and well-mannered; they are happy and confident to speak with external visitors. I met with a lovely group of pupils on the review day who very kindly talked to me about their School. They each have a clear future ambition in mind, with quite a few choosing careers in caring roles such as midwife or nurse, reflective of the nurturing culture of the school. They talked about "how kind and supportive the teachers are," stating that, "they are inspiring and there when you need them." One child mentioned that "all the staff in this school will go out of their way to do something for you." When asked if there was anything they would change about the school, one child said, "I wouldn't change anything about this School because I love it so much." The overwhelming positivity and enthusiasm with which they talk about Woodside is clear evidence of how happy they are at the school.

The specialist Resource Base serves as a sanctuary for the pupils with complex SEMH needs who have had mixed experiences of education in previous mainstream settings. The pupils enjoy a 'soft' start to their day as they are welcomed into school through a designated entrance which leads straight into the Base. Pupils are met with breakfast and social time to ease the transition from home, and make sure they have their basic needs met. After breakfast, children each have a personalised 'hygiene' bag to encourage them to brush their teeth, wash and get themselves school-ready, teaching them



Assessor's Evaluation for the IQM CoE Award



positive personal care routines and habits. With neutral décor and an open-plan design, the Resource Base is a calm environment which helps pupils regulate and focus. Circular tables promote collaborative learning. For when pupils become dysregulated or need some time out, there is an annexed 'Chill Out Room' which has soft furnishings and cool air-conditioning to soothe and de-escalate emotions. For when pupils require sensory stimuli, there are baskets with fidgets and other sensory toys which can be accessed when needed. The SENDCo leads the provision in the Resource Base and has an office based there, allowing close monitoring and timely support. This also aids effective communication between school and home. Pupils access the full mainstream curriculum within the Base and there is a high expectation in terms of learning. At their own pace, pupils are encouraged to access lessons in the mainstream setting, as and when appropriate. Pupils from the mainstream setting regularly seek support from the staff in the Resource Base too. Pupils are fully integrated, with no divide amongst the different groups.

Leaders recognise the importance of literacy and making sure all pupils, regardless of need, can learn to read, write and express themselves orally. During the review day, I observed the delivery of the Read Write Inc. phonics programme. Sessions are closely tailored to individual levels which allows all pupils to make good progress in reading. The smaller group sizes allow the children from the Resource Base to feel comfortable to access phonics sessions with their mainstream peers. To support the high number of children who join the school with speech and language development delays, the school buys into the services of a Speech and Language Therapist from Chatterbug to work with specific cohorts of children. Teaching Assistants observe the sessions so that they can support the individual children throughout the week through mirroring the targeted programme. Nuffield Early Language Intervention (NELI) and Talk Boost are also delivered to encourage language development for any children who require additional support.

It is clear from the review process that the staff at Woodside Primary School continue to be fully committed to inclusive education, as a source of excellent practice. Thank you to all for such a welcoming, enjoyable, and informative day at Woodside.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Ms Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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