



Assessor's Evaluation for the IQM Flagship Project



School Prince Albert Primary School
Albert Road
Aston
Birmingham
B6 5NH

Head/Principal Ms Melonie Davies

IQM Lead Mrs Sam Syner

Date of Review 25th April 2023

Assessor Mr John-Paul McInerney

IQM Cluster Programme

Cluster Group Midlands Inclusion Network

Ambassador Ms Jane Flynn

Next Meeting TBC

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	1st April 2022	Yes
Summer 2022	4th July 2022	Yes
Autumn 2022	29th November 2022	Yes
Spring 2023	21st March 2023	Yes

The Impact of the Cluster Group

Prince Albert Primary School are active participants of the Cluster Group meetings. The cluster group meetings have been attended by the Inclusion Lead Practitioner and are found to be very useful. The last two topics for the group included Outdoor Education and How to Build Inclusion in Non-Core. The school will always cascade the information learnt back to staff. From attending the meetings, the school has taken back:

- Ideas from networking with colleagues to support issues that arise from time to time in school. This has resulted in creating a more stable relationship for support outside of the Cluster meeting cycle.
- The use of having access to specialist language and resources to support interventions in mainstream.



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Evidence

Discussions with:

- Headteacher and Inclusion Lead Discussions about Inclusion Quality Mark (IQM) Project and whole school priorities.
- Action plan review with IQM lead.
- Meetings with teachers.
- Meeting with a range of support staff relating to IQM and varied inclusive roles within school.

Additional Activities:

- Meeting with parents.
- Tour of the School.
- Scrutiny of website, social media, teaching and learning timetables and learning platforms. Including all reading resources and areas.
- Meeting with children



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Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus of:

'A fluid approach to meeting the needs of children with complex Special Educational Needs and Disability (SEND)'.

During the IQM (Inclusion Quality Mark) assessment of the school's progress towards completing this project, it was evident, that they are very clear on their success and where they want to take this project in terms of end goals. The leaders had adequately prepared for the review keeping the targets made from the last review front and centre in the conversations we had.

Throughout the assessment, it was clear to see that the leaders understand the local context they are dealing with and as a result they are constantly reviewing procedures to ensure they meet the community that they serve. The leaders appreciate that the number of children with complex needs coming onto school roll is likely to increase and therefore they want to ensure they are ready for the challenges this brings. Already, the work the school has done has seen them become a school of choice for many parents and because of this the school are in discussions with the Local Authority (LA) to provide a Resource Base on site. The leaders are not oblivious to the issues this may bring and are working hard to ensure that children at Prince Albert will not be disadvantaged as a result of having such a base placed on the school site.

Leaders take staff training seriously and have created a comprehensive Continuing Professional Development (CPD) plan for all staff. All staff take part in CPD every Wednesday with protected Planning, Preparation and Assessment (PPA) taking place every Friday afternoon. Leaders have taken this further by providing a Professional Learning Plan (PLP) for staff who teach in the Nurture group to ensure that they are adequately trained and feel confident in the delivery of their interventions. All staff in the school adopt the use of Widgets within the classroom and they are all trained to Level 2 in the use of Makaton to support communication issues.

The school are outward facing when it comes to seeking support and guidance. It was pleasing to see that they have embraced the ethos of the Cluster meetings, however their outreach goes further by seeking Local Authority support with complex cases and bespoke training for staff. It is only when working in partnership with external professionals can you see true commitment to inclusion.

The leaders have a clear vision for SEND support and are not afraid to take decisions to ensure they remain focused on this. Throughout the year the school trialled Boxall profiles as a form of assessment for children with complex needs. Having assessed the model, leaders decided against using this as it did not provide them with enough information to make informed decisions. For the moment they are sticking with Sensory Differences Profiles and utilising the information given through this assessment to proactively support children. However, in the spirit of everything being in constant review, the leaders have suggested using external advisors to assess the impact of the assessment tool to measure progress which again signals their intentions to do all they can to ensure no child is left behind.



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The school has worked hard to establish the Nurture Group provision since the last assessment. They have a detailed implementation plan which is closely linked in with the School Development Plan (SDP) and spans over 3 years. The school continues to have high aspirations for all children and this clearly extends to students outside of the Nurture group as well. The Nurture group works hard to ensure that the children within the setting have stability and consistency. They utilise training and support from outside agencies to upskill the teachers understanding and skillsets. Staff are encouraged to visit local provision deemed to be excellent so that they can come back and cascade the learnt knowledge. Prince Albert utilises the Cluster Meetings for this support as well. The Nurture group now benefits from a fulltime teacher to ensure consistency is sustained and this has resulted into having stable Teaching Assistants (TAs) so that the children feel safe with routines and what is expected of them during transitions. The staff in the Nurture centre work closely with parents to support home life and have produced a parental booklet to help with holiday transition and routines. This has proven to be a success in that the children come back at beginning of each term eager and keen to get back on with their learning.

Being able to effectively work with parents remains a target for the school. They have reflected on what has worked well in the last 12 months and are looking at making this better moving forward. It is important to note that the school have had success with its targeted approach with children, however the universal offer for all was an area that needs some work. Through honest reflections, the school identified that they were not happy with ticking a box by having events on the calendar, instead they want to engage with the rights parents at the right time.

From brief interactions with students, it was clear there is a love of learning in the school, and this extended to the Nurture group. The Nurture group staff are keen to ensure that the children in their care receive a suitable curriculum which is balanced and as broad as possible, whilst catering for their needs. The Headteacher continues to be passionate around the importance of Personal, Social, Health and Economic (PSHE) and the development of a bespoke curriculum which encourages the children to communicate and express feelings.

Assessment is important at Prince Albert and leaders have worked hard to ensure all children are at Age Related Expectations (ARE) by the end of their time at the school. Leaders have supported the staff in the Nurture group to devise their own assessment profiles to ensure that they can track the progress of children in their care and they routinely seek the advice of external advisors to validate their judgements. The school have skilfully involved parents within this assessment and they ensure that parents are given tasks at home to stimulate and support their learning.



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Agreed Actions for the Next Steps in the Flagship Project

The school feel they have taken the previous project of 3 years to the end and wish to begin a new 3-year cycle of Flagship status with a focus on the following over the next 12 months.

Project title:

To continue to provide a high-quality inclusive education for all pupils.

Outline of Project:

The project aim is to ensure Prince Albert continues to provide high quality, inclusive provision for all pupils across school. The school will be ensuring that they sustain the current achievements whilst also further developing their existing practice by ensuring the successful transition from our current nurture group to a local authority funded resource base. The leaders will need to carefully oversee the whole process to ensure that the transition is as smooth as possible for pupils, their families, and the staff. They will need to work effectively with new families to build close relationships and provide personalised provision for all pupils. The success of the resource base will be measured through feedback from stakeholders, a positive and calm environment seen through learning walks and progress of the pupils.

Across the school, the leaders are aware that communication is an area of need for many of our pupils. Leaders want to build on current good practice by ensuring a continued high focus on communication skills for all pupils. They will continue to develop the personalised oracy curriculum and ensure that it supports pupils to develop their speaking and listening skills and apply these confidently across the curriculum and all areas of life. Leaders will also further develop the use of Makaton, where appropriate, to ensure that pupils are able to communicate their needs appropriately.

Impact of the success of the development of communication skills will be seen through pupil assessment information against the national Curriculum, Toolkit Tracker, the ESDJ and the Early Learning Goals but also through the pupils themselves and their increased confidence in communicating in a variety of ways and situations.

Furthermore, Prince Albert aims to develop their parents understanding of how they can, more effectively, support their children at home. Leaders will provide parents with the skills and knowledge that will enable them to feel increasingly confident in continuing the work we do at school with their children at home, both in terms of life skills and learning. They will aim for parents of pupils with complex needs to support each other by building a network of support.



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Target 1:

To ensure the successful transition of the current nurture group provision into a local authority funded resource base.

- To ensure that all stakeholders receive appropriate communication before and during the conversion process.
- To ensure that any children new to the resource base receive a comprehensive induction package which incorporates opportunities to build relationships with new parents.
- To plan and develop appropriate provision for specific group of pupils with SEND moving from Nursery to Reception.

Target 2:

To build on current good practice by ensuring continued development of communication skills for all pupils.

- To further develop the oracy curriculum to ensure that it has maximum impact across school for all pupils.
- To collate and review the vocabulary from the noncore curriculum in order to cross reference planned vocabulary to ensure that all areas of the curriculum not only complement each other but support language acquisition.
- To further develop the use of Makaton for pupils with specific needs across school.
- To measure the impact of our English as an Additional Language (EAL) programme more closely.
- To further develop the use of the Nuffield Early Language Intervention (NELI) resources to support language acquisition in the early years.
- To continue to develop the use of restorative practice techniques to further support pupils to talk about their and other pupils' feelings.
- To continue to develop school culture and ensuring that pupils understand the language associated with manners, common courtesy, and language etiquette.
- To ensure that language based interventions (e.g. Wellcomm) are more consistently monitored and impact measured.



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Target 3:

To develop our current partnerships with parents in order to support them further in their knowledge and understanding of how to support their pupils at home.

- To further develop links with external agencies.
- To work with external agencies to develop and run specific courses for parents in order to develop their knowledge and understanding of specific areas of child development such as behaviour/autism.
- To further develop school based knowledge of external agencies and support networks in order to signpost families appropriately.
- To develop and strengthen existing links with the local community.
- To further develop workshops for parents across school.
- To develop community coffee mornings in order to provide a more focused and bespoke support package of training, information, or access to professionals through these events.
- To develop a support network for parents of pupils with complex needs.



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Overview

Prince Albert is a three form entry school situated in the heart of Aston. Aston is considered amongst the city's most deprived Wards, whilst having the ninth lowest average income out of the city's 69 Wards. Despite the difficulties in the local area, the children at the school are happy and feel safe and it is clear that the outreach work done by the school is welcomed by the local community. The school is part of the Parent and Children Together (PACT) trust and live out the values of being caring, inclusive and creative, that raises the bar for every child so that they can flourish and achieve their potential.

Throughout the review, it was clear that the school has kept the IQM elements front and centre of their thinking during the last 12 months which was evident in their school development plan documentation and through the initial conversations with the senior team.

Whilst the school has been working on a focused element of inclusion, it was clear throughout the day that no child is left behind. During the learning walk it was evident that the school values communication skills and it was pleasing to see that some of the strategies adopted in the Nurture group were being brought into the mainstream classes as well. For example, some children who might struggle with mainstream group work have their own workstations with Makaton and Widget flash cards to support their communication. The learning walks also further emphasised the strong teaching and learning adopted within the school with focussed precision teaching happening in all classrooms visited.

Upon walking around the school, it was clear that the leaders take every opportunity to reinforce the values of the school to all the children. For example, the beautiful display in the school hall is vibrant enough to make children stop and discuss the words on display. The understanding of these values was tested through the pupil voice session and it was evident to see that they are not just laminated values, but they are lived values which permeate through the school life. It was lovely to witness how the school has been creative with the space they have. Numerous breakout rooms for intervention, a bespoke room for support during social times and a specific pastoral zone for supporting children who are struggling with their emotions are all in place at Prince Albert School. These zones are staffed by skilled experts who are overseen by a pastoral manager to triangulate the provision.

It was such a pleasure to talk to the children during the review. The confidence from them was infectious and they clearly loved being a part of the school community. When I met the Headteacher in the morning she was very clear about raising the bar for the children in the school and this came out loud and clear when speaking with them. When I asked them what they would like to do when they leave school, they have replies such as "Doctor, Dentist, Under-Water Biologist and Artist". The children selected were able to articulately explain the school values and why they are important and for children to be able to do this indicates a strength. When I asked them what was special about being a part of Prince Albert one of the children said, "It is a special place because the teachers motivate me and believe in me". Further evidence to support the Headteacher's drive in PSHE came when the students highlighted this lesson as being one, they really enjoy and



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have learnt a lot from. The children discussed the identity that their uniform brings and how proud they are to wear it. Finally, the children felt all adults in the school were fair and approachable and kept them safe. The children finished by saying they would recommend Prince Albert to any of their friends, it was a special place to be and they felt privileged to be a part of the school.

It was great to meet the staff working with the most vulnerable children in the school. They all bought into the school ethos, vision and felt part of the team. The training provided for them was referenced during the meeting and they could all articulate why this was important. The support assistants interviewed all referred to the importance of team work around supporting the most vulnerable when working with the individual class teachers. One member of staff identified the school as being one big team who all supports each other.

The parents of the school were keen to express their thanks for what they are doing to support their children. One parent of a child in Year 5 discussed the lengths the school has gone to support them in securing a special school for their child's secondary education. The parent is of the opinion that without the school going the extra mile, this school would not have been sourced and therefore would be without a school for the next stage in their child's education. All parents spoke of the reputation that Prince Albert holds in the local community and beyond. Whilst they did not attend the coffee mornings laid on by the school, they did understand that the school was trying to further expand on the excellent relationships already formed. Leaders discussed the importance of this work in continuing to encourage a more inclusive environment for parents and for the school to facilitate a peer to peer support network amongst parents to help those parents who have children with SEND to accept help that is on offer from the school and to not think it will bring social exclusion or judgement.

The final review meeting allowed me to summarise my findings. It was refreshing to see that the leader's evaluation of their progress to date mirrored what I saw during the day. The leaders do not apologise for their relentless pursuit of success for all and this was evident during the day. Having discussed the progress made since the last IQM review and the plans for the future, I believe the school should continue to hold Flagship School status and be reviewed again in 12 months' time.

As referenced above, the next review will look closely at how Prince Albert School begins the next stage of its journey in maintaining outstanding inclusive practices. Evidence of this, and their continued proactive work within their cluster group, will underpin the capacity for the school to maintain its Flagship Status.

Assessor Mr John-Paul McNerney

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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