



Inclusion Quality Mark (UK) Ltd

21st May 2015

Mr David Bell
Head teacher
Ravensmead Primary School
Chapel Street
Bignell End
Stoke-on-Trent
ST7 8QD

Dear Mr Bell

Flagship Review Date: 21st May 2015

Further to your recent Flagship review I can confirm your school's on-going IQM Flagship status. Please find below your report for your information. Your school will be reviewed again in 12 months' time.

We are very keen to share good practice with other schools and would ask that if you have any resources/videos/photographs/case studies etc. showing inclusion in practice in your school please forward these to us for use on our website.

If you have any questions at all, or if we can be of any help, please do not hesitate to contact us.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Flagship Assessment Report



School: Ravensmead Primary School

Head teacher: Mr David Bell

Flagship Review Date: 21st May 2015

Assessor: Dr Wendy Daley

School Context:-

Ravensmead Primary is a larger than average primary school. The proportion of pupils from minority ethnic backgrounds is below average and very few pupils speak English as an additional language. The proportion of pupils with special educational needs and/or disabilities is average although the number of pupils with a statement of special educational needs and those identified as requiring external support, is rising. The proportion of pupils known to be eligible for free school meals is approximately 13%. The school has been recognised and has achieved a number of awards including National Healthy Schools Status, Dyslexia Friendly Status, Artsmark Gold, the Basic Skills Quality Mark (re-accredited summer 14), Eco Silver Award, FMSIS accreditation (for financial management). The school received the prestigious Inclusion Quality Mark Flagship Award Summer 2013 (re-accredited summer 14). The school gained a runner up award for the prestigious Speakers School Council Award from Parliament summer 14. The school gained the PE and Games Kitemark in the autumn 2014. The school provides a breakfast club. A privately run before- and after-school care club is also on the same site.

One of the biggest challenges facing the school at the moment is its growing Special Educational Needs Register. Although the school celebrates the removal of children from this register for the progress they have made, the school Census 2014 recorded 25 pupils at School Action Plus (6.9%) and 6 Statements (1.7%). The school has a number of pupils awaiting further assessment. The school keeps a detailed register of its “vulnerable children” some of whom have significant medical issues such as Autism, Foetal Alcohol Syndrome and Downs Syndrome. The Basic Skills Quality Mark Audit (spring 2013 and summer 14) and the Inclusion Quality Mark Flagship Assessment Summer 2013 and 2014 provides extremely strong evidence that the school works tirelessly to meet the needs of all its children. “The systems within the school ensure that every child’s progress is measured in terms of achievement and wellbeing. Parents and external partners are effusive in their praise of the school and grateful for the commitment for excellent practice”

The school has undergone considerable staffing changes over the past three years. Pupil numbers have also increased during this period. This has required increased number of teachers and these have largely been temporary Newly Qualified Teachers who at times have needed support.



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From September 2013, however, two new permanent appointments were made including one with a responsibility for Numeracy, with a further NQT appointed from September 14.

The school operates a small number of job shares and also benefits from some specialist P.E and Dance teaching. During 2013 and 2014 the school improvement plan included developing our practice in P.E and Games and we benefited greatly from the expertise of one of the High School specialist colleagues.

The school has a 26 place morning and afternoon nursery. The morning session is from 8.45 until 11.45, the afternoon session is from 12.15 until 3.15.

Foundation Stage and Key Stage One register at 8.55 am and finish school at 3.15 pm.

Key Stage 2 register at 9 am and finish school 3.20 pm.

Mathematics: We set the children in this subject from Year One through to Year Six.

Literacy: We set the children throughout Key Stage 2.

We follow the Letters and Sounds Programme for Phonics and in addition we also have an Analytical Phonics Group. Our older children have lessons at this time in Spelling, Punctuation and Grammar.

We start the day with Mathematics before moving on to Phonics with cross-curricular approaches to Literacy in most year groups making up the rest of the morning's teaching.

We operate a creative curriculum where the pupil voice is important and first hand learning experiences are actively pursued. Significant amounts of money are raised annually through a sponsored activity and this fundraising is used to directly subsidise educational visits and visitors to school. In addition the Governing Body allocate a generous budget annually to enrich the curriculum.

We have a wide ranging extra-curricular programme which takes place both at lunch time and after school. These additional learning opportunities also include outside groups such as Stoke City Football Club and the Local Climbing Club.



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School works closely with its cluster primaries and local high school benefiting from many links including weekly visits of our Year Six pupils to the local high school.

The autumn census 2014 recorded the school's lowest percentage of free school meals for a number of years despite a number of pro-active measures to encourage our families, especially the parents of Reception, Year One and Year two to take up their entitlement to free school meals. This included a £100 uniform voucher for new applicants.

The school has a high proportion of pupils with SEND as recorded above in the Student Section and the school works tirelessly in partnership with the parents, considering a wide range of interventions to support their development.

The school's SENCO, recently a finalist in Staffordshire County Council's Employee Awards, works tirelessly to utilize the expertise of a wide range of outside agencies.

The school regularly arranges questionnaires for Parents and Pupils and once again the autumn 2013's responses were extremely positive but the school feels that at times the aspirations of parents could be raised even higher. To this end the school organizes adult classes and makes arrangements for easy-access to specialists who can support families, both through attendance at Parents' Evenings but also at Pre-arranged and advertised Drop-Ins. The school manages to achieve 100% attendance of parents at both autumn and spring Parents' Evenings.

The Action Plan is also to include and show how the school's 'Future Plans' have been progressed.

Action Plan:-

ELEMENT	Development Points (school to fill in)	Action Taken (school to fill in)	Assessment Commentary (to be completed by assessor after Review)
Element 1 Flagship Leadership and impact	The status of Flagship needs to be more fully exploited. Currently, it is too discrete on approach and on external signage. Could there also be	No signage has been put in place as yet.	It is not just that children here are known by sight and name but their personalities, wants and needs are identified and are carefully nurtured and supported. There is an emphatic commitment to give emotional security and the skills of life to ALL children. This school never gives up and never gives in!

<p>(Parents/other schools)</p>	<p>some arrows on the external walls to indicate the entrance?</p> <p>To consider the development of a Multi-Media Centre (incorporating the library and the defunct ICT Suite?)</p> <p>To access Mentoring of a COE school and Inspirational Partnership with a Flagship School – this to enable shadowing and exchange of staff perhaps + Inset potential etc.</p> <p>Perhaps the role of SENCO needs to be subsumed within that of Inclusion Manager. The remit could then pull in the many and varied strategies being employed throughout the school and add to their clarity as being Inclusive. There could also be representation from</p>	<p>ICT suite has been changed into a Music room, which is used by all of the school throughout the week. ICT has been updated with the purchase of Laptops this year.</p> <p>MG has coordinated a link with Belgrave and St Bartholomew’s Academy and Abbey Hill Special School in Longton, Stoke on Trent. 3 meetings have taken place with meetings at each school focussing on Inclusion and each schools individual practise.</p> <p>Ravensmead to gain a link with Belgrave’s school council.</p> <p>MG leads as SENCO in school, but Ravensmead has a collegiate approach towards Inclusion.</p>	<p>Links have been melded to grow the resilience and sustainability of support programmes. Training is cascaded to build still further the capacities of all staff in order to offer immediate support and intervention.</p> <p>There is an enjoined spirit of vigilance and of pride. This promotes still further the quality of aspirational expectation. Watchfulness is the corporate endeavour of care.</p> <p>Governance provides further evidence of unity of ethos and commitment. There is assurance of inclusive vigilance in terms of shared information, reports, visits etc.</p> <p>Astute understanding and perception of the school’s demographic ensures clarity and relevance of response. “Our eyes are always open!” Creative thinking and action has resulted in strategies to further offer and engage parental support.</p> <p>Leadership is hands on here! Empathy is a living vibrant energy. It enables pre-emptive understanding and an active awareness of all needs.</p> <p>Communication is valued. Information is shared and ideas trawled. All staff feel valued and that what they do, contributes to the difference that this school makes. “We WANT to be a part of it all!” A visitor stated: “The atmosphere makes me a</p>
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	<p>various stakeholder groups who could then monitor and review appropriate Elements</p>		<p>part of it – collaborating’s so easy. This is so a reflection of the leadership”</p>
<p>Element 3</p>	<p>To give greater autonomy to the voice of the School Council. Could they not themselves be responsible for strategic recruitment and selection of officers? With this would come the additional expectation of weekly feedback to the whole school thus role modelling expectation for future recruitment and also providing strategic experiences of committee genre language and operation.</p> <p>To extend the initiative undertaken this year to capture pupil commentary at transition time from KS1 to KS2. This could form the basis of recorded conferencing and shared dialogue concerning identification of learning and of emotional skill targets etc. ('Bulls Eyes' discussed)</p>	<p>School council is still requiring a higher profile in school. Working with our charity Blood bikes this year. As previously stated in the process of gaining a link with a school with a higher ethnic minority.</p> <p>Pupil Voice has played a significant part in our monitoring procedure this year when monitoring lessons. Our Learning mentor Kirsty McNairn has spoken to pupils periodically through the year and at transition times. This has been recorded down. Pupil voice continues to be used in the normal day to day classroom practise.</p>	<p>The Nurture Provision is in itself constant affirmation of the inclusive heart of this school.</p> <p>Perceptive analysis enables action and immediacy of required intervention. Involving the home has a key priority for planned action.</p> <p>Supportive action is proactive and is constantly reviewed and amended as needs change and focus alters.</p> <p>“Children here are just wonderful!” There is equity of joy and pride shown by all the members of the Ravensmead community! There is confidence to try out and challenge the boundaries of autonomy and to offer imaginative contribution.</p> <p>Children readily articulate the component aspects of respect and of responsibility. They value the balance of leaning with activities: “It makes what you’ve been doing fun! And you’re still learning!”</p> <p>Time is dedicated to offer and share qualitative celebration and reward.</p> <p>The exuberance of display reflects the quality of care here.</p>

			<p>The Nurture Room enables discrete intervention opportunities and dignifies the recognition of empowering children, and families, to have a voice ... and one that is heard. The SEAL initiative provides a profound tool of parental engagement. “ ... parent skills are adapted ... they work WITH the school ... and shared respect grows because of it”</p> <p>Entry and Exit criteria for specific interventions is clear and adds direction and precision to processes</p> <p>Building relationships is a profound determination within Ravensmead and there is never a feeling of a finite goal or of completion. The humility of the constant willingness to be adaptable is the strength of staff here.</p> <p>The school builds inter-generational awareness and greater societal acceptance and understanding (i.e. ties with Wilbraham House). Children and residents both benefit and learn from the relationships forged. It enables the gift of new happiness and breaks barriers of social isolation</p>
<p>Element 4</p>	<p>To consider recording ‘pupil voice’ and peer marking commentary. Perhaps after the PP meetings and before parents’ evenings? They could be collated in a Log, rather like the wonderful Learning Journeys. These could also</p>	<p>Pupil voice continues to be used in the normal day to day classroom practise. Pupil comments remain to be in place in the Reception Learning logs.</p>	<p>External professional expertise is sought when specific needs are identified. Impact is measured to ensure relevancy and sustainability. The school invests in programmes that are effective and have durability.</p> <p>Themed learning events enable expanded and experiential learning opportunities. Children are empowered to practice</p>

	<p>include a variety of pupil related celebration and commentary</p> <p>By dating the learning levels when they are achieved, it would be possible to monitor any learning trends</p> <p>For where appropriate, peer marking be to a set of criterion. This would encourage reiteration and revisit of specific learning</p>	<p>APP sheets and new assessment sheets are in place as appropriate. Dated when achieved.</p> <p>Success criteria used in books, pupil and Teacher marking taking place. Peer marking takes place as appropriate against success criteria given.</p>	<p>their understandings and apply knowledge gained. The fun of learning and of achievement, shine through!</p> <p>Progress and impact are both tangible and visible. Transition is adapted to ensure consistency and maintenance of the crucial learning relationships that children need.</p> <p>Interventions are underpinned with rigorous, connected strategies and structures. Monitoring and evaluation are employed as constant applications of impact measure</p> <p>Marking codes are consistent and differentiated.</p> <p>Learning is participative and exploratory. The sense of the excitement of investigation is energised.</p>
<p>Element 5</p>	<p>Purely as an additional potential for discrete observations and monitoring, it is suggested that staff meeting be hosted in different areas/classrooms of the school. Each 'host class teacher' could then open the meeting by sharing a 'Success of the Week'; a 'tip'; a whole school focus theme etc. Not only would this add to the holistic profiling experience but also be</p>	<p>Staff Meetings are hosted in a different room each week throughout the school. Sharing good practice needs to be heightened further.</p>	<p>The Learning Logs and the Home Learning Journey Logs provide qualitative and crucial assessment and evaluative evidence of progress and of corporate involvement and support</p> <p>The 'Workshops for Parents' are a vibrant mechanism for sharing good practice and for informing the wider community. They also provide the building blocks for the formation of enduring, positive relationships</p> <p>Classrooms are vibrant with learning prompts and inspirational display. Care and respect are evidential and serve to provide clarity of learning expectations</p>

	<p>a vehicle for sharing good practice.</p>		<p>The entire space occupied by the school provides for extended learning opportunities and different learning approaches</p> <p>Leadership uses the skills of teachers to build programmes of collaboration. Staff are employed to contribute expertise as needs are identified. This promotes an energy for ever new learning that is enjoyed by teachers and pupils alike.</p> <p>Resourcing is adapted to ensure currency. Learning spaces also undergo the same scrutiny and evolve and change to reflect ever changing purposes</p> <p>The development of the Learning Passports is a wonderful example of the power of collaborative working that Ravensmead employs so well</p> <p>Staff work as a family-team, knowing and respecting that their efforts and contributions, matter. Staff know that they are heard and there is never a reluctance to ask for (or give) support and advice.</p>
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Sources of Data:-

- A tour of the school.
- Discussions with the Headteacher and the SENCO.
- Scrutiny of strategic documentary evidence.
- Discussions with members of the support staff.
- Discussion with the School Nurse.
- Discussions with pupils.

- Attendance at the lunch time provision.
- Discussion with a governor.
- Discussion with a representative of Wilbraham House Care Home.

Recommendation:-

The review has been undertaken successfully. The school clearly demonstrates its ability to respond to initiatives and to build the capacity essential to moving still further on the Inclusion journey. I am of the opinion and recommend that, the school maintain its IQM status with the additional expectation that they will construct and submit an adapted action plan (see ‘Developments ...’) to be reviewed again, in a year.

“We” is the universal voice of the collective that IS this school. Everyone here (and in the wider community too) is intrinsically, the school! There is no surplus or drop-in personnel – everyone is valued and everything that they then offer becomes greater than the expectation. Time is always MADE not just found. There is profound integrity in all that this school undertakes and because of it the energy for inclusive vision is vibrant with life. Creative thinking is ever present and the extra mile turns into the extra million miles! This school works tirelessly for each and every child. **“Our impact and success measure is in the smile and the thank you from a child after a morning that has seen distress, confusion or anxiety”.** This IS inclusion.

Further Developments agreed after discussion:-

Element 1

- To consider an ‘Interventions Week’. This could enable support staff the opportunity to share their own practise with other staff. Times would need to be allocated for observations; a talk; shadowing; working alongside etc.
- Meetings to be brokered re External wall decoration (**Oakthorpe**); interventions (**Huntingtower**) and School Council and Nurture (**Moldgreen**).

Element 3

- Pupils offered clear understanding of the skills gained during membership of School Council. Could these be a part of an end of year review and provide a remit for the election speeches?



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- To consider extending the Buddying so that past Buddies could return to support others (particularly vulnerable children) at times of transition.

Element 4

- Collation of levels (perhaps on the back cover of books?) with dated levels would add a point of reference and response and would also indicate time taken to attain certain levels.
- In marking, there is sometimes a direct question from the teacher but no elicited response is indicated or written. Monitoring of this aspect of marking is suggested.
- A laminated card is suggested to record frequently misspelt words that could then be ‘tested’ after a given time and cleaned off.

Element 7

- To consider a monthly/half termly, Governor Mood Board. This would add to the distributive knowledge of governor membership and responsibility.

Element 8

- To consider an extension of the partnership with Wilbraham House with an ‘Adopt a grandmother/grandfather’ initiative. This would deepen and personalise the very real connections between the generations.

Assessor: Dr Wendy Daley

Date: 21st May 2015