



## Assessor's Evaluation for the IQM CoE Award



**School Name:** Perryfields Primary PRU  
Glebe Close  
St. John's  
Worcester  
WR2 5AX

**Head/Principal:** Mr Pete Hines

**IQM Lead:** Mr Rob Harrison

**Date of Review:** 17<sup>th</sup> March 2020

**Assessor:** Steve Byatt

### **IQM Cluster Programme**

**Cluster Group:** Inclusion Fusion

**Ambassador:** Mr Barry Carney

**Date of Next Meeting:** TBC

Next Cluster Group Meeting Focus: Next meeting to be hosted by Prince Albert Primary School, Aston on the theme of curriculum planning and delivery for continuous provision.

Sources of Evidence during IQM Review Day:

- Observation of staff briefing.
- Learning Walk with Headteacher.
- Discussion with SENCO and Headteacher.
- Discussions and joint observations with Deputy Headteacher.
- Lesson observations;
  - Pupils' work; assessment data and "yellow books".
- Meeting and discussion with Class 4PX pupils.
- Observation of whole-school assembly/literacy activity.
- Meeting with Outreach team;
  - Discussion about work with LA schools
  - Training role
  - Review of documentation linked to supporting parents, pupils and teachers



## Assessor's Evaluation for the IQM CoE Award



- Discussion with Chair of Management Committee.
- SLT meeting and discussion.
- Conversation with parent.
- Lunch and conversations with pupils.
- Documentation produced by IQM coordinator;
  - Action plans
  - Evaluations
  - SMSC documentation
  - Details on phonics development
  - OfSTED reports



## Assessor's Evaluation for the IQM CoE Award



### Summary of Targets from 2019-2020

The School's IQM targets from the previous year were based on those aspects of school development that focus of responding to demographic shifts—primarily an increase in number of younger pupils excluded or at risk of exclusion from mainstream.

**Target 1 - Continue to develop a focus on Phonics Teaching for the Lower Phase of the school in order to ensure a consistent approach and strategy. This will enable teachers to accelerate pupil progress in Reading and Writing by closing any language and communication gaps earlier.**

#### Intended Outcome

*To completely review and re-launch the phonics provision in KS1, linking to screening results and teacher assessment. To purchase a new and more fit-for-purpose reading scheme for the lower end of the School.*

Significant changes have been made to the school's approach to the teaching of reading following an extensive audit of practice at Key Stage 1. Resources have been evaluated and visits have been carried out to both mainstream settings and also other AP provision. In addition, an analysis of KS1 phonics screening, SATS and teacher assessment data were all considered in the formulation of an action plan. A new reading scheme is now in place for KS1 pupils alongside new language interventions. Both Phase 1 (KS1) classes now have new phonics systems embedded and the new communication assessment - planned for both key stages - has been successfully launched in KS1. The impact on inclusion is clear: pupils are getting better access to a wider curriculum by being more confident readers which in turn will reduce barriers to re-integration on return to a mainstream setting.

**Target 2 - Embed the use of parent packs outlining the behaviour support available from Perryfields to further establish clear communication lines with all stakeholders.**

#### Intended Outcome

*Introduce, develop, and improve a new, updated and user friendly guide for parents, identifying what Perryfields has to offer in terms of behaviour support to the wider audience, link to website and other agencies.*

Perryfields has on-site provision for 22 pupils but provides outreach behaviour support to around 300 pupils each year across the 113 mainstream first, primary and middle schools across South Worcestershire. As demand for places has grown and for the pupils supported via the outreach programme has grown, Perryfields has expanded its remit to pre-empt behaviour issues by providing positive behaviour and relationships training to schools along with school-to-school support. The outreach team has produced an extensive and high-quality range of documents to support parents and schools. 9 of the parent packs were looked at with the team during the review visit and examples included "Sensory Processing Difficulties", "Pathological Demand Avoidance", "Oppositional Defiant Disorder" to name just 3. The team spoke passionately about



## Assessor's Evaluation for the IQM CoE Award



their role in improving the life chances of young learners and were clearly going the extra mile to support pupils, parents/carers, their teachers and other teachers/support staff in order that they too can manage challenging situations more effectively. When OFSTED inspected the school in 2019 and again judged Perryfields to be Outstanding, they noted that the outreach work was “especially effective”, that the team “offers support to a high number of schools in the area” and that “colleagues in these schools have found this very beneficial to pupils at risk of exclusion. When pupils have a place at Perryfields, outreach staff plan very successful induction and transition programmes that result in pupils having a calm, optimistic readiness for learning.” But ever restless for further improvement, the team are now going to formalise the activities around parental engagement in order to achieve the “Leading Parent Partnership Award” (LPPA).

### **Target 3 - Ensure that the curriculum has an increased focus on embedding spiritual development.**

#### Intended Outcome

*Perryfields to have successfully applied and achieved SMSC Quality Mark, ensuring that the Perryfields Curriculum has an increased focus on all pupil's SMSC.*

The school carried out a review of existing provision to clearly identify current successes and areas for development. The school's chair of Governors/management committee spoke of a desire to “be an outstanding primary school - not just an outstanding PRU” and true to that underlying goal, the team visited other outstanding mainstream schools (and other AP settings) to observe best practice in SMSC. Pupils met during this review process could clearly articulate key elements of fundamental British values such as the importance of democracy, liberty and tolerance and it is no surprise that the assessors for the SMSC award also found abundant evidence that the school's curriculum is well constructed, expertly implemented and well understood by learners. The values that underpin the curriculum are also lived-out in the daily practices of staff where the development of positive relationships is paramount and an absolutely pivotal feature of the school's success. The school has now received the Gold Standard SMSC Quality Mark.



## Assessor's Evaluation for the IQM CoE Award



### Agreed Targets for 2020-2021

#### Target 1

- To extend, develop and improve even further the relationship and interaction with Parents of pupil's at Perryfields and those who the Outreach team work with and support.

#### Target 2

- Continue developing your work around visiting speakers so they continue to reflect the wide variety of cultures that exist in modern Britain and to ensure students are exposed to those that are different to their own.
- Consider developing more curriculum opportunities for voting, proportional representation and class ballots.

#### Target 3

- Investigate, research and formulate a business/strategic long-term plan for the local authority to help solve the biggest problem facing Perryfields and the Inclusive nature of the school/service.

### The Impact of the Cluster Group

The school has attended 2 cluster meetings and is due to attend a third. The first, at New College Leicester, provided the Perryfields leadership team with a useful perspective on strategic planning. It was this visit that further encouraged them to apply for the SMSC award. The second meeting was held at an outstanding mainstream setting in Hinckley with an onsite special needs resource operated by the school on behalf of the LA. Perryfields staff found the school's approach to the teaching of phonics particularly useful. In both cluster meetings, an exploration of how high expectations from school leaders need to be matched with actions and structures was useful.



## Assessor's Evaluation for the IQM CoE Award



### Overview

It would be all too easy for a school that has had four consecutive inspections by OFSTED that have judged the school to be “outstanding” to become complacent. This has absolutely not been the case. The school, expertly and passionately led by an outstanding Headteacher and Leadership team, continues to seek improvement. An already immaculate and stimulating physical environment is now even better. The Headteacher firmly believes that a high-quality learning environment plays a key part in establishing high expectations and also – importantly - conveying the message to the pupils that they are valued. This is a vital part in rebuilding their confidence and ability to re-integrate to a mainstream or special education setting.

Since the last visit, the school has introduced a visual representation of their “learning powers” theme into all classrooms. Pupils contributed to the design of the characters to illustrate “Reflective, Curious, Collaborative, Resilient and Independent” and these appear in all rooms and key locations in outdoor spaces. As with other examples of visual work, the school makes excellent use of professional artists and designers to produce finished artwork – a tactic that again contributes to the development of worth and aspiration. The “characters” are more than decorative in that they serve as a powerful visual reminder of the underlying structure of all curricular elements at Perryfields. The school recognises that (a.) Personal values and learner characteristics cannot be developed in isolation away from carefully chosen “content” and (b.) A focus on content alone is unlikely to adequately prepare the Perryfields pupils for a successful transition. In lessons observed during the visit, a clearly structured English lesson on “Pioneering People” based on the life and works of Perryfields, had references to how this was building their ability to reflect and become more independent. Also displayed prominently in each room is the school’s vision statement: “To enjoy learning, to enjoy being together and wanting to return to mainstream.” These three strands - personal qualities, the acquisition of knowledge through a relatively formal curriculum and the clear aim of a transition to mainstream provides everyone - staff, parents and pupils, with an absolutely clear and consistent message of the school’s purpose and modus operandi. Pupils spoken to during the review were able to talk about how the school makes effective use of trips to motivate them, to build their confidence, to improve their inter-personal skills, to improve their behaviour and increase the likelihood of a successful transition. A very moving and at times challenging, conversation with a parent made the school’s contribution to the lives of pupils and their parents absolutely clear. “Life without the support of the school would be... well, unimaginably difficult.”

The Headteacher made several references to “being lucky” to have such good staff. He is right in that the staff are clearly dedicated, effective practitioners who have developed exceptionally positive professional relationships that make an enormous contribution to the success of the school. This, however, sells short the importance of having established the importance of those relationships. This does not happen by accident nor by luck. The ethos at Perryfields has been established by strong leadership and almost as importantly, brought to life through a committed staff and highly consistent practices supported by his other senior leadership colleagues. From the moment one enters the building, it is obvious that Perryfields is an outstanding educational establishment. Perryfields is an excellent example of turning rhetoric into reality. It is a remarkable and seriously inclusive school. The downside is that the school is so



## Assessor's Evaluation for the IQM CoE Award



effective, it inadvertently exposes weaknesses in the system. Clearly there are some pupils who would be exceptionally challenging in any setting. However, there are such clearly significant changes in some pupils' ability to cope with school it makes the case for some changes in practice at the schools the pupils have transferred from and the schools they may transition to. The school's outreach work will continue to be important, but demand continues to outstrip supply. The school's leadership team and Governors/management committee are exploring how the situation, especially in terms of transition to other specialist settings – could be more effective. This is ambitious but laudable. Again- the school is restless for securing further improvements. Long may they continue to do so.

I would recommend that the school retains its Centre of Excellence Award following the updating of its Action Plan with the new Targets. 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: Steve Byatt**

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

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