

Date: 19th April 2019

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Assessment Date: 10th April 2019

Summary

The day before this assessment visit, the headline in the local press was “*Worcester school receives its fourth ‘outstanding’ report from OfSTED.*” The article referred to an inspirational headteacher and a leadership team that leads with insight and dedication. The inspection report and the three earlier consecutive outstanding reports paint a picture of a highly effective educational setting and within minutes of entering the school, a visitor can start to see how OfSTED arrived at their judgement. The tangible sense of optimism and cheerfulness seem to be at odds with the realization that Perryfields caters for youngsters who have either been permanently excluded from their primary schools – largely due to behaviour issues- or pupils on intervention courses intended to reduce the risk of permanent inclusion. The Perryfields pupils are the ones at risk of total disengagement from the education system from across the 111 schools within the PRU’s remit. This hugely positive atmosphere is, of course, not suggesting that life at the PRU is without difficulty or challenge and it is worth reminding oneself of the nature of the pupils encountered here. Having said that, the juxtaposition of the positive ethos and pupils with a track record of significant behavioural challenge provides a backdrop of incongruity that significantly adds to the sense of just how good this school is. Perryfields provides full-time education for pupils who have been permanently excluded until they are ready for re-integration into mainstream, 6-week intervention programmes for pupils at risk of permanent exclusion from their primary school and an impressive outreach service which currently supports over 300 pupils in 111 schools across South Worcestershire. The school also plays a key role within the Rivers Teaching School Alliance leading on behaviour management CPD. The re-integration data is impressive with 100% of pupils on the intervention returning successfully to mainstream, 40% of permanently excluded pupils successfully reintegrated into a mainstream setting and the other 60% being found suitable special school provision- the latter being possible due to

Perryfields' staff being proactive and successful in securing accurate diagnoses and an appropriate EHCP.

Arrival at the school started with what was to become a theme for the day- a perfectly balanced combination of cheerfulness and professionalism from the school's remarkably efficient and accommodating Finance Officer who ensured that the day ran like clockwork. During the signing-in process, pupils were also arriving and greeted by a smiling and welcoming headteacher and deputy headteacher. The first activity was attendance at the school's daily staff briefing. It was clear from this that Perryfields has a positive, enthusiastic team who are equally committed to each other's wellbeing and morale as they are to the success of their pupils. Individuals were discussed, progress was shared, concerns were aired, forthcoming activities were clarified, and birthdays were celebrated. I have rarely observed such a positive start to a working day. The rest of the assessment process included discussions with senior leaders, meeting with the school's outreach team, observations of lessons and an assembly, discussions with pupils, interviews with parents, local authority staff and external agencies and a meeting with the chair of the management committee. Break and lunch were taken with staff and pupils. The visit also included perusal of documentation and pupils' books and an evaluation of a range of documentary evidence including the school's exceptionally detailed IQM Self-Review, inspection reports, Preventative Outreach Work Case Studies, an external annual performance review, LA notes of visits, the current school development plan, annual self-evaluation summary and a range of policy documents related to inclusion.

The tour of the school provided evidence of a highly stimulating and cared-for environment, with examples of pupil's artwork- some in conjunction with commissioned artists, images of off-site activities- and prominent display of the school's vision: *"To enjoy learning, to enjoy being together and wanting to return to mainstream."* Classrooms, corridors and outdoor spaces provide important messages in establishing and reinforcing pupil self-esteem and confidence- attributes often absent in pupils on their entry to the school.

The headteacher frequently asserted that the school's provision should be compared with and judged against the best of mainstream primary standards and this approach was in evidence in classrooms where the focus was on high quality work through challenge and support. The recent OfSTED report noted that pupils "make dramatic improvements in reading, writing and mathematics" and that pupils who take national tests in key stage 1 and key stage 2 "do very well" with some making "much better than the average progress for their age". In exercise books looked at during this assessment process, there was clear evidence of progress over time in both English and mathematics. The importance attached to progress is

a key part of the school's strategy based on the belief that pupils' confidence in themselves as learners is a key component in successful reintegration.

Assembly, led by the deputy headteacher, provided additional clues about practices that underpin the school's success. An activity based on hangman was ostensibly focused on spelling and literacy. However, it also provided the opportunity for reinforcing expectations about how pupils and staff interact with each other. As found in many other examples during the day, the deputy head's manner struck a perfect balance between formal professionalism and informal conversational tone. Staff joining in with the activity were competitive and made several comments to each other and pupils about successes and mistakes. This created an atmosphere where everyone "was in it together" in a light-hearted, informal way, but with appropriate boundaries still being maintained. The result was very effective role-modelling of how to interact within a group. It would be too easy to assume that this was just a result of having "good staff", but it also demonstrated some very subtle but effective leadership.

Discussions with pupils provided strong and moving evidence of the positive impact the school was having on them. They described changes in their own behaviours and attitudes and were very clear about the progress they had made. One boy talked about strategies he had learned to regulate his behaviour more effectively- but added at the end of his description that "most of all, I've started to believe in myself." Others described improvements in specific skills linked to reading, writing and mathematics. All said that the school was a place that made them feel safe. They valued that they were listened to and encouraged to stay determined. One said that the school was full of staff who were "good people" that made most days "fun and happy". It was clear that their time spent on farm activities- including helping with lambing- was hugely beneficial. The school's charter that details pupils' entitlement to a range of educational on-site and off-site experiences is a good example of how Perryfields matches rhetoric with reality.

External partners were extremely positive about the school. The "Thrive" regional manager talked of staff who were "exceptionally effective at de-escalating" led by a head who "walks the walk". The Local Authority School Improvement Adviser described the school's leadership team as "strong and cohesive with extensive experience and expertise" and that their reputation of high expectations for themselves and the children they support is known and respected across the county. The contribution that the school makes to other providers and partners such as the university, other schools, The River Teaching Alliance, LA forums and networks is held in high regard. The adviser explained that the school's outreach work is exemplary and is a key part of supporting pupils and their families in the re-integration process but also in terms of its impact on the continual improvement of the 111 schools they engage with. This theme was developed in the interview with the school's Educational Psychologist who described the school's open-mindedness as a "key element" in their

success. She felt that all schools have children's best interests at heart, but Perryfields turns this positive intent into actions by firstly being prepared to "have a go at anything that might work" but, crucially, followed up with a systematic evaluation of seeking to understand *why* certain strategies or activities work. The headteacher and his colleagues make good use of external services to "open themselves up to being challenged" in order to constantly keep staff thinking and widen their evidence-base. Interviews with parents proved to be a bitter-sweet experience. There was the understandable resentment caused by a sense of the education system having failed their children- often due to the lack of communication or support offered in what was clearly a challenging and distressing process. But it was matched with unreserved approval for the impact that Perryfields had had on both the pupils' and parents' wellbeing. Without exception, they acknowledged that their children could present challenges, but described children that were now being supported and made to feel valued. One said that "for the first time, x has been told what she's good at and not just what she's not good at." Whether or not this fully and accurately reflects the experience of the pupil within mainstream, the perception was deeply felt. And there was no doubting the validity of the description of ways in which Perryfields had supported both the pupil and parent in rebuilding engagement with the education process. One parent talked about the support offered even after the child had moved from Perryfields. This sense of going "the extra mile" and "doing whatever it takes" was a recurring theme throughout interviews all day. Everyone referred to excellent communication, very positive relationships, never giving up on pupils and a can-do mentality. Clearly a school like this requires a very strong set of staff, but it is naïve to ignore the contribution of the headteacher. This is an exceptionally well-led school. Given the consecutive inspection judgements, it may come as surprise to find that the school has a restless sense of wanting to do better. Governors echoed the comments of the head in that they want to be judged as an outstanding primary school, not an outstanding PRU. They want to have an even greater impact on the settings that the pupils go to after Perryfields. They want to speed up the diagnostic processes to ensure that pupils get quicker and better access to permanent provision. They want even better support for parents. This restlessness is probably what will contribute to Perryfields maintaining the exceptional standards they already have.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

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



Element 1: The Inclusion Values and Practice of the School

Strengths:

- School Inclusion policy and new SEN policy shared with staff and management committee and agreed by all.
- SENCo and SEN management committee member meet regularly to discuss pupil needs and next steps.
- SENCo meets regularly with Local Authority representatives and SEN team at County Level to help support Special school's panel and EHCP panel.
- Pupil Premium and Looked After Children expenditure indicates compliance and specific funding of individuals.
- Rigorous IEPs, PEPs, Annual Reviews in place.
- SENCO/Inclusion and local cluster schools Network Meetings.
- Perryfields is a THRIVE Ambassador School
- Personalised education and differentiation by quality first teaching
- Every pupil has:
 - an Individual Education Plan to meet their needs.
 - an individualised Risk Reduction Plan.
 - a Functional Needs Behaviour Analysis carried out upon induction.
- Transition arrangements are rigorous upon entry and exit from Perryfields – there is a designated member of staff responsible for this.
- Library & reading resources are inclusive of different family set ups & home lives, faiths, religions, communities.
- All children are tracked against progress and given appropriate support to meet their needs.
- Perryfields invests in a very wide range of external specialist services.
- Exemplary outreach processes / systems / team.
- All pupils have worked with a member of the Outreach Team prior to attending Perryfields, ensuring that there is a familiar face at the start of their placement.
- The Outreach Team support the pupil back in their school at the end of a placement. This provides a seamless support to schools, children and families.
- Visits to mainstream schools to ensure smooth induction and transition for all pupils.
- GDPR policies and procedures are fully compliant. Child Protection and SEN document transfer in person.
- SENCO carries out a THRIVE assessment with all new children.
- Very effective personal support and mentoring for individuals.
- Exemplary safeguarding procedures in place. Fully compliant.
- Policies are in place, approved and updated in line with recommended timescales including – Safeguarding, Whistleblowing, Attendance, Behaviour, Health and Safety, Risk Assessment, Risk Management
- Relationships between staff and pupils are exceptional
- Perryfields trains staff in LA schools on behaviour management,
- Extensive and effective use made of outside / residential activities, trips, events.
- Behaviour expectations are clear along and rigorous application of processes contribute to behaviour that is outstanding.



IQM Assessment Report



- Achievement by all is celebrated in a variety of forms:
- Displays around school include all pupil's work.
- Good news phone calls to parents enable staff to communicate and reinforce positive learning behaviours and academic outcomes.
- Daily whole school assemblies include the ethos of celebration of achievement and engagement.
- The school website celebrates sports events, school visits, art achievements, children's work etc.
- The Headteacher carries out daily walks around the school to praise and promote positive learning behaviours and outcomes.
- Sports fixtures with other schools seek to raise aspiration, praise teamwork and recognise good performance by pupils.
- A proactive School Council and Eco Committee seek to reward pupil leadership in school.
- School nominated by ARC for an award for work on the inclusion of pupils with attachment difficulties.

Areas for development:

- Continue to develop Inclusive Quality First teaching throughout the school.
- Continue to develop specific and precise intervention delivered through the classroom. Develop additional ways to share practice with university students and other professionals through our lecturing program and through escorted visits to the PRU.
- Perryfields SLT to review staged intervention process of current inclusion policy in line with pupil assessment and tracking policy thus dovetailing them together.
- Successfully embed the SEN Code of Practice.



Element 2: The Learning Environment, Resources and ICT

Strengths:

- Stimulating, vibrant and well cared-for internal and external environment with excellent use of artwork and photographic images.
- Every class in the school has access to ICT equipment to support learning as well as the interactive teaching boards in each classroom. A new ICT Scheme of Work has been adapted to meet the unique needs of the pupils so they are ready for the next stage in their education. There is also specific hardware and specialist software for individual pupils that reflects their IEP targets.
- School has a and library encourages pupils to access exciting and recommended texts that will inspire them to be lifelong readers. Shared reading is part of everyday practice at Perryfields as teachers use reciprocal reading techniques to raise achievement in Reading. Data indicates pupils make accelerated and exceptional progress during their time at Perryfields. Books are chosen by teachers to reflect all cultures, groups and interests. An example of this is the purchasing of additional reading material for girls as the number in this group entering Perryfields is rising.
- Children enjoy exploration and discovery through Forest School provision and carefully planned outdoor areas including an outdoor classroom and astro turf area. The care of Monty, the school therapy dog and Acton Mill Farm animals, by the children, encourages responsibility and nurture.
- Displays clearly signal the school's vision.
- Working walls are in every classroom and provide visual reminders of pupil progress.
- Hokki stools are in classrooms to aid pupils with posture, ASD and ADHD diagnosis.
- Playground equipment was purchased to stimulate gross motor skills and encourage a healthy lifestyle.
- School has invested significantly in the creation of a learning environment tailored for pupils' needs and reflect the leadership team's mantra that "adults and staff at Perryfields have a right to the best that can be provided."
- Appropriate adjustments are made for pupils' individual needs,

Areas for development:

- Embed the organisational elements of integrating the new build of 2018 (extra classroom, office area, meeting room, disabled toilet).
- Continue to research and provide effective ICT hardware and software for all pupils, including embedding cross curricular links with the ICT Scheme of Work.
- Continue to encourage staff to explore and conduct inclusive practice research and identify effective strategies.



Element 3: Learner Attitudes, Values and Personal Development

Strengths:

This is an exceptional strength of the school (see summary). The school's success with this has led to a positive reputation across the area and a high level of credibility. This is both *contributed to* by the Outreach team and also a contributory factor in the continued success of the Outreach team. They support 111 Worcestershire mainstream schools in improving pupil outcomes. This is done by:

- Enhancing staff subject knowledge and observational skills when assessing pupils in their mainstream setting.
- Developing staff expertise in assessing impact of pupil's behaviour on their safety within mainstream.
- Providing advice and strategies for teachers in mainstream settings.
- Leading and facilitating group and individual intervention work with children at risk of permanent exclusion.

- Due to the high expectations at Perryfields, the behaviour management approach has been very effective in supporting pupil attitudes and personal development.
- During their time at Perryfields pupils make rapid and accelerated progress and become confident, self-assured learners. Subsequently, their excellent attitudes to learning have a strong, positive impact on their personal and academic progress.
- Pupils are clearly proud of their achievements and of being a pupil at the school.
- Pupils discuss and debate issues in a considered way, showing respect for others' ideas and points of view. They are well prepared for the next stage of their education, demonstrating an improving picture around independent learning and dealing with social situations.
- Pupils understand how Perryfields equips them with the behaviours and attitudes necessary for success in their next stage of education and later life.
- Pupils value their education and rarely miss a day at school. No groups of pupils are disadvantaged by low attendance. Perryfields attendance is exceptionally high in comparison to PRUs nationally.
- Pupils work hard with the school to prevent all forms of bullying, including online and prejudice-based bullying. Records indicate zero bullying and incidences of graffiti as the pupils are closely monitored by staff. Racial incidents are best described as extremely low.
- The school's open culture actively promotes all aspects of pupils' welfare. Pupils feel safe at all times.
- Excellent use is made of off-site activities, including residential trips and these make a clear contribution to pupils' social and spiritual development.
- Pupil questionnaires indicate a 100% positive response that the school has a positive impact on their personal development and aspirations. This was clearly supported by comments from parents during the IQM assessment process.
- The school has an active School Council and Eco Committee.



IQM Assessment Report



- Former pupils regularly lead whole-school assemblies and there are examples of others returning to the school for work experience. This has a positive impact on the aspirations and motivation of pupils.
- Arguably the most significant strength in shaping learner's attitudes, values and personal development is the exceptional quality of relationships at Perryfields. It is a happy, caring, mutually supportive learning and working environment. Staff model positive values on a day by day, hour by hour basis. There is an overwhelming sense of optimism throughout the organisation.

Areas for development:

- Ensure that the curriculum has an increased focus on embedding spiritual development in order that pupils have:
 - the ability to be reflective about their own beliefs to inform their perspective on life;
 - have a sense of enjoyment and fascination in learning about themselves, others and the world around them;
 - use imagination and creativity in their learning;
 - be willing to reflect on their experiences and learning.
- Conduct individual research projects to identify common needs regarding skills and personal development.



Element 4: Learner Progress and Impact on Learning

Strengths:

- OfSTED noted that pupil progress is very strong and in many cases, more rapid than their mainstream counterparts.
- Rigorous systems are in place to monitor and evaluate learner progress. Work is scrutinised and the school has appropriate systems for tracking progress. Achievement data is shared between staff to ensure effective continuity.
- Staff performance management targets include an appropriate degree of pupil achievement.
- Marking of work is thorough and clearly contributes to pupil progress. (Although there are some examples where pupils have not responded to prompts for further reflection).
- There is a good focus on pupil work in classroom displays.
- Pupils work on their IEPs on a daily basis and know their individual targets.
- The progress of Pupil Premium children is thoroughly monitored and progress is strong.

Areas for development:

- Further develop the whole school curriculum, using the Prospects tool to ensure coverage, depth and skills acquisition so that pupil outcomes are improved across all subjects.
- Writing – continue to embed opportunities for pupils to write across the curriculum and using real life contexts.
- Focus on even more challenge within lessons. Pupils maximise their potential and those that reach the Higher Standard in Reading to convert this attainment in Writing, SPAG and Maths.
- Consider the introduction of MFL.



Element 5: Learning and Teaching (Monitoring)

Strengths:

- Performance management targets have an impact on pupil progress.
- Targets are reviewed during the year and assessed at the end of the PM cycle.
- Support staff are fully involved in the setting of performance targets and these include an appropriate blend of whole-school and individual.
- Targets are appropriately linked to whole-school priorities clearly set out in the school's evaluation summary and subsequent improvement plans.
- Lesson observation is used as a means of monitoring the impact of targets on pupil progress.
- There are good links between PM targets and CPD- both at the whole-school and individual level.
- Pupil progress meetings are held regularly
- Reports to parents are appropriately detailed and are effective in supporting learning.

Areas for development:

- 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.



Element 6: Parents, Carers and Guardians

Strengths:

- Feedback from parents during the assessment process was consistently positive.
- Parents have the opportunity to be fully involved with all aspects of the decision-making process affecting their children's education- and this was welcomed by those spoken to during this IQM assessment.
- School has an open-door policy and communication with parents is excellent.
- Perryfields invests in a Family Support Service that is readily accessible to parents.

Areas for development:

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



Element 7: Governing Body and Management

Strengths:

- Governors have an excellent background in Education and includes one former and one current Headteacher.
- The school funds Governor newsletters that include articles from the Local Authority that are current in the educational climate. They also have accessibility to the Governor Services Training Programme.
- Governors are clear about the strengths and areas for development at Perryfields and recognise how well the pupils are doing. Over the last academic year governors have conducted over 60 visits to the school. This has enabled them to identify strengths and any areas for development for the school. Class portfolios are scrutinise regularly during visits and subsequent committee meetings.
- Governors provide a balance of support and challenge to leaders and ensure that they gather accurate and sufficient information from the school. They are able to ask questions about pupil outcomes and contribute to the vision, ethos and strategic direction of the school. They share the ambition of the Headteacher and staff.
- Regular Management and Sub Committee meetings are held at the school with staff representatives and minutes are available for all staff. There are good relationships between staff and governors.
- Data, including inclusion data is shared with Governors termly. There is a clear intention to plan for strategic vigilance of staff and pupil well-being.

Areas for development:

- Perryfields is actively seeking to extend the Management Committee to include further expertise within Specialist Education.

Element 8: The School in the Community

Strengths:

- The school's identity within the community is a strong, positive and supportive. The school is widely and rightly recognised as a Centre of Excellence within Worcestershire and increasingly beyond.
- The school involves itself in community projects and charity work and has close links with mainstream and special Primary and High schools, local churches, community police, local Housing Association and local shops and services such as supermarkets, libraries and gyms. In addition to this close links with local organisations enables Perryfields to signpost facilities and services to pupils and parents, depending on individual interests.
- Staff have identified pupils with a Gift or talent or an interest in a specific area and signposted them to specific clubs or organisation including; Kickstart Football, Worcester City FC, Worcester Raiders FC, Malvern Town FC, Worcester Swimming Club, Inclusion Martial Arts Club, Worcester Ukulele Club, One Love Drumming.
- Perryfields has forged strong links with:
 - Acton Mill Care Farm
 - Vertical Limits Rock climbing centre
 - Worcester Citizens Pool
 - Voices and Visions – Worcestershire Arts (display work in Worcester Cathedral)
 - Local resources such as The Hive library, shop and church are accessed regularly
 - PCSOs who liaise with school regularly
 - Local head massage company
 - Worcestershire Special Schools Games – sports festivals and competitions
 - Llanrug Adventure Centre
- Perryfields leads training on behaviour, THRIVE and inclusive practice to the following partnerships:
 - Worcester University
 - Close links enable student placements and aid the identification of future recruitment opportunities.
 - Perryfields staff lecture on behaviour management to trainee student teachers, thus having impact on teaching standards across the county
 - Rivers Teaching Alliance
 - Strategic Partner in Rivers Teaching Alliance where the Leadership Team have a clear impact on Behaviour Management in mainstream schools.
 - Perryfields staff train Schools Direct students across the Alliance, thus improving pupil outcomes across the eight school members. Also, via the Alliance CPD Programme all Perryfields staff are able to access a variety of training opportunities to further enhance their skills.
 - The Headteacher sits on the Executive Board, making strategic decisions regarding the Alliance.
 - St John's Cluster Schools



IQM Assessment Report



- Perryfields host visits for mainstream schools to improve their own provision within Behaviour Management. Evaluations indicate an average of 4.5 out of possible 5 on a sliding scale demonstrating that these visits have a significant impact on other schools.
 - Moderation opportunities with mainstream schools have ensured that all Perryfields data is rigorous and accurate.
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- THRIVE Ambassador School – Worcestershire THRIVE schools
 - Partner Schools – Outreach Team

Areas for development:

- Further extend the school profile by engaging in more school community projects within the Arts such as Voices and Visions.