



Assessor's Evaluation for the IQM CoE Award



School Name: Perryfields Primary PRU
Glebe Close, St. Johns,
Worcester,
WR2 5AX

Head/Principal: Mr. Pete Hines

IQM Lead: Mr. Rob Harrison

Date of Review: 7th April 2022

Assessor: Steve Byatt

IQM Cluster Programme

Cluster Group: IDEA

Ambassador: Angela Farrell

Date of Next Meeting: 6th July 2022

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- Annual Review and action plan; - CoE to Flagship (sent in advance of review day)
- OfSTED report
- Behaviour Hub Documentation
- Learning Outside the Classroom - curriculum plans
- Perryfields Curriculum synopsis
- Perryfields Curriculum statement of intent, rationale, and implementation plan
- Wellbeing survey and results including executive summary
- Attendance at staff briefing
- Tour of school with Headteacher including remodelled outdoor provision
- Meeting with Headteacher and Assistant Head re Behaviour Hub and plans for Multi Academy Trust



Assessor's Evaluation for the IQM CoE Award



- Lesson visits and scrutiny of pupils' work
- Conversations with pupils
- Meeting with Assistant Headteacher: evaluation of Target 3
- Observation of pupils at breaktime and school assembly
- Meeting with members of Management Committee (Governance of PRU): evaluation of Target 3
- Telephone conversations with a number of parents
- Working lunch with SLT (Headteacher, Deputy Head, Assistant Head; SENCO) discussion of project for Flagship status. Discussion of impact of DFE Behaviour Hub involvement
- Meeting with Deputy Headteacher and Senior TA re Outdoor Learning Provision: evaluation of Target 1
- Meeting with Deputy Headteacher re curriculum changes: evaluation of Target 2
- Meeting with Deputy Head/IQM Inclusion Lead: Impact of participation in IQM cluster group and further partnerships
- Review of documentation
- Summary meeting with SLT: Clarification of matters arising during the day



Summary of Targets from 2019-2020

The school's targets from the previous year were based on the school development plan's focus of further refinement to the curriculum:

Target 1 develops this through seeking enhancements to the curriculum in terms of effective use of outdoor education.

Target 2 is focused on refining the existing curriculum to ensure that it is ambitious for all Perryfields' learners.

Target 3 recognises that schools have experienced unprecedented levels of uncertainty and turbulence. Perryfields learners are some of the most vulnerable in the county and have needed even more support than previously. The target seeks to ensure that staff wellbeing receives sufficient attention in order that they can continue to support and teach these at-risk pupils.

Target 1: Pupils to demonstrate positive learning behaviours to maximise their potential to achieve academic, social and behavioural targets.

Objective: *To further develop and embed pupil engagement, opportunities and skills within Outdoor Education making the Perryfields experience even more Inclusive for All.*

Progress:

- The school has established links with other schools who have excellent outdoor education facilities and provision. This has provided inspiration and ideas for the further development of the outdoor provision at Perryfields.
- An audit of skills unique to Perryfields pupils has been carried out to amend the curriculum and ensure consistent delivery.
- Subject areas and specific topics have established links with real-life experiences. This also includes the production of booklets and other resources that ensure each visit includes explicit learning opportunities.
- Greater use is now made of the immediate locality, wherever possible.
- The school has now completed its application for the Learning Outside the Classroom Gold Award (decision imminent.)
- Woodland Wellies and farm work continue to play a major part in securing engagement of pupils.

Next Steps:



Assessor's Evaluation for the IQM CoE Award



- Continue to adapt outdoor space including development of old pupil entrance as an outdoor classroom.
- Ensure that all outside learning outcomes are fully documented in curriculum offer.
- When available, incorporate recommendations (if any) from outcome of Learning Outside the Classroom award application.

Target 2: Perryfields' curriculum is ambitious and designed to give all learners, particularly the most disadvantaged and those with high needs, the knowledge and cultural capital they need to succeed in life.

Objective: *To update and adapt Perryfields curriculum to meet the unique needs of the pupils and sequenced to ensure sufficient knowledge and skills for future learning. For highly engaged pupils to have more opportunities to gain a greater depth of learning across Foundation subjects, leading to better attainment for all.*

Progress:

- Curriculum adapted to reflect increasing numbers of younger pupils being admitted.
- Extensive work carried out on curriculum design and documentation to reflect shift in focus from skills to a more coherent blend of skills and knowledge. This also reflects the structure of the current OfSTED framework.
- Clear rationale established for the school's "Learning Powers."
- Refinement of KS2 curriculum into "KS2 Lower" and "KS2 Upper" to ensure progression.
- Themed weeks now better embedded. These now block specific subjects at certain times of the year to ensure greater consistency in terms of depth and learning outcomes.
- Increased focus on reading, including further use of texts linked directly to topics to ensure continued development of reading and writing across the curriculum.
- Further development of homework activities to foster home-school partnerships.

Next Steps:

- Update website to reflect curriculum offer.
- Ensure curriculum statement reflects accurate state of play re curriculum intent, implementation, and impact.



Assessor's Evaluation for the IQM CoE Award



- Ensure that all key staff can articulate decision making and rationale for sequencing of content across the KS1/KS2 curriculum.

Target 3: To identify the main workload pressures on all staff, including the outreach team and implement actions to improve their well-being over time.

Objective: All Staff have the emotional well-being and personal health during these unprecedented times to continue supporting and teaching the most vulnerable learners across South Worcestershire.

Progress:

- Well-being audit completed, evaluated, and compared with outcomes from previous year.
- Evaluation shows very high levels of staff satisfaction regarding school culture and leadership actions related to health and well-being of staff.
- Findings summarised against key headings:
 - Logistics
 - Working together
 - Personal development
 - Resilience
 - Self-management
 - Leadership
- Based on responses from previous year audit, staff training provided in: Clinical supervision and personal drivers - recognizing signs of anxiety and depression.
- Cycle of termly checks on progress of action plan established.
- Established signposting of local and national services that aid well-being such as massage, yoga, nutritionists, coaches, counsellors.
- School now represented on Local Authority Health and Wellbeing Board.

Next Steps:

- Continue to implement recommendations arising from audit and other sources of evaluation/feedback.

Summary of Planned Activity for Flagship Project

In 2021, Perryfields successfully submitted a bid to the DfE to become one of only 22 National Behaviour Hubs Lead Schools. The SLT want Perryfields Primary PRU to continue to build on the Ofsted Outstanding status from the last four inspections to

be the best provision of its type in the country and fulfil the duties required of a DfE National Behaviour Hub Lead School.

Perryfields aims to lead the way in the national agenda by providing an example of what an exceptional National Behaviour Hub Lead School should provide for those they support. This will require innovation, forward thinking, high expectations and an ability to create a unique school setting as well as, by strategic investment, provide a preventative service to mainstream schools both at a local and national level. Perryfields aspires to be 'beyond outstanding' and to not be cautious around making changes to embrace recognised best practice in all areas. At a local level Perryfields will seek to expand and develop a longer-term provision for those children in receipt of an EHCP so they do not need to transition to other providers.

The IQM Flagship project aims to capture and evaluate the lessons learned in carrying out the role of Lead School. The school will seek to be clear on which aspects of its current and developing practice will be useful to the school it supports and systematically reflect on how discharging the duties of a Lead School further improves practice at Perryfields.

The school has provided full details of its plans in the "Flagship Project - Steps Outline", but the following is a summary of planned actions:

- Host open days:
 - Discussion about behaviour culture.
 - Review of behaviour audit tool and co-production of an action plan for the visiting school.
- Join with other Lead Schools:
 - Observe other outstanding provision and discuss key features.
 - Identify relevant points for Perryfields and use to further improve own practice.
- Visit other schools and provisions:
 - Work with identified partner schools and provide tailored support and co-constructed action plans.
 - Revisit to evaluate progress.
 - Provide ongoing support either remotely or by further site visits.
- Development of materials for DfE:
 - Plan and deliver training and support modules focusing on managing alternative provision to maintain/re-engage pupils into mainstream.

The Impact of the Cluster Group

- **11th June 2021:** Development of environmental and outdoor projects. (Practical examples / ideas – influenced aspects of design of space and curriculum planning.) and strategies for evaluating and addressing impact of COVID (Case study by Lozells School led to re-evaluation of practices; investigation of Leuven Scale; information on appropriate training.)



Assessor's Evaluation for the IQM CoE Award



- **23rd November 2021:** Curriculum, SEMH and SALT. (Follow-up visit arranged and updates to own curriculum informed by cluster discussion)
- **10th February 2022:** Introductory session for new PRU/AP - specific cluster. Arranging to visit Bishopton PRU
- **29th March 2022:** Speech / Language specialist unit. Increased awareness of language disorders and appropriate strategies for individual cases.

Overview

The welcome for visitors at Perryfields is a very positive experience. Also, it is clear from previous visits and from observing the arrival of pupils and other visitors, this welcome is a good example of how the school operates: everyone is met with a smile and is made to feel valued. Whether a visitor, taxi driver, parent, inspector, prospective pupil, current pupil - the welcome is the same. As the Headteacher explains - many people have a preconception of what a Pupil Referral Unit is like, and many of those preconceptions are negative. Addressing those preconceptions starts on arrival and is relentlessly reinforced throughout your time at the school. For pupils this is paramount. Most will have had negative experiences of education prior to their arrival at Perryfields and subsequent educational and emotional progress will be hugely determined by their willingness or otherwise to re-engage. Nothing is left to chance: a frequently changing, stimulating, high-quality and celebratory environment; development and maintenance of exceptional relationships; a demanding, high-quality curriculum that is expertly taught; clear and consistent expectations and exceptionally robust procedures. Bringing those components together requires effective leadership and management. The team at Perryfields is exceptionally effective. Given the environment that schools have operated in for the last two years, school leadership teams have had to face unprecedented challenges. Leaders at Perryfields have always been mindful of staff wellbeing, but this attention has intensified during the Covid outbreak. Pupils at Perryfields have complex challenges, are often challenging, and staff need to be extraordinarily resilient to continue to offer high quality support to these most vulnerable learners. It is recognised that staff cannot ensure the wellbeing of pupils if their own wellbeing and health is compromised. As evidenced by the recent staff audit, school leaders have created a culture of collaboration, openness, and mutual support. In the survey, 100% of staff felt that there is a clear ethos and consistency of working together that is embedding in school practice. 100% agreed that the systems and processes around the personal development of staff are effective. The Headteacher's claim that staff at Perryfields "want to come to work" is justified. Staff attendance through the pandemic has been exceptional and the school stayed open throughout. During this visit, staff talked about ways in which they support each other. Incidents are routinely reflected upon, and this contributes both to an ethos of collaboration and to continual improvement. Although there is an element of spontaneity about this, it is likely that this highly supportive culture has been carefully constructed over time and that maintaining such a culture is often more difficult than creating it. During the assessment visit, there were a few clues: a staff briefing where the Headteacher sought and listened to feedback on classes and



Assessor's Evaluation for the IQM CoE Award



individuals (a standing item); bringing to the attention of all staff things that had gone well; praise for individuals; the end of term “tea party”; the informal comments about who was getting the sandwiches for the training day; tea and toast with pupils at break; checking on staff after a difficult early morning incident with a pupil; the balance of formality and informality during the breaktime assembly - all small moments individually, but moments that combine to create and maintain a defined “the way things are done at Perryfields”.

The culture described above does not, of course, exist in a vacuum. The bottom line is that the school's purpose is to re-engage young learners who are in danger of being failed by an education system. Parents spoken to during the assessment visit gave highly personalised, and at times very moving, accounts of the impact the school has had on their children. One said that, from the initial visit to the school, “the talk was of removing barriers, about beginning to succeed, about imagining a more positive future” rather than a “catalogue of poor choices made by (the child) - of problems - of incidents - of threats about what would happen if (the child) did not get their act together.” The same parent went to explain that there were still challenges and setbacks but that the “culture of blame had gone.” The child had been given more effective coping strategies. Everyone made reference to the excellent levels of communication - something which was reassuring and practically helpful. One parent said “it may sound obvious, but the staff at Perryfields treat (the child) as an individual. They have worked out what he needs and what might work. And they talk to me every step of the way. and it's never judgemental - even when he's had “a bad day”. One parent said that “for the first time in a long time, I can go to work without worrying. Without waiting for the phone call to come and take him home again.”

Lots of examples were given about successful strategies and activities - but the common thread was about communication in a non-judgemental way and a relentless drive to rebuild self-esteem. And in almost cases, this clearly works. One pupil was attending his mainstream setting for less than 40% of each week. His attendance rate is now just over 90%. The whole-school attendance rate currently stands at 90%. Even if, as the Headteacher says, “this is slightly lower than pre-Covid levels” - it is impressive given the individual challenges that the pupils have.

In 2021, the government launched its £10million “Behaviour Hubs” programme within which schools were invited to play a part in delivering an ambitious strategy to improve behaviour in schools across the country. Just 22 schools and 2 Trusts were successful and one of these is Perryfields. Tom Bennett, Lead Behaviour Adviser to the DfE said “It's been a real honour to recruit some of the best schools in the country to offer their support to other schools who want to refocus on behaviour and culture.” Every school can, with assistance, be calm places where everyone is treated with dignity, and students and staff can learn and flourish together.” When the (then) Education Secretary announced the details of the successful schools, the only school included in the press release was Perryfields and Headteacher Pete Hines was quoted as saying “we want to share with other schools how we have created the culture at Perryfields which is underpinned by exceedingly high expectations and a belief that all pupils matter so each and every one of them can be set on a pathway to fulfil their aspirations and potential. We look forward to



Assessor's Evaluation for the IQM CoE Award



working with colleagues across the country to share our passion for making a difference and improving young people's education and life chances.”

Capturing the learning from this programme as they work with schools across the country is Perryfields proposed Flagship project. There is little doubt that they will reflect on the process - as they always do - to become even more successful with these most vulnerable learners.

Assessor: Steve Byatt

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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