



## Assessor's Evaluation for the IQM Flagship Project



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

**Head/Principal** Mr Pete Hines

**IQM Lead** Mr Robert Harrison

**Date of Review** 6<sup>th</sup> March 2023

**Assessor** Mr Steve Byatt

### **IQM Cluster Programme**

Cluster Group IDEA 2

Ambassador Ms Hilary Thompson

Next Meeting 30<sup>th</sup> March and additional PRU meeting to be held in early March

Meeting Focus TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	29 <sup>th</sup> March 2022	Yes
<b>Summer 2022</b>	16 <sup>th</sup> May	Yes
	6 <sup>th</sup> July 2022	Yes
<b>Autumn 2022</b>	4 <sup>th</sup> November	Yes
	16 <sup>th</sup> November 2022	Yes
<b>Spring 2023</b>	30 <sup>th</sup> March 2023	

### **The Impact of the Cluster Group**

Following the online meeting in May 2022, the school carried out an in-depth review of its curriculum which led to a significant degree of re-writing. The new model was launched to all stakeholders in September 2022 including a revised monitoring schedule. The new version contained strengthened links between separate subject areas and the school's learning powers model. The July meeting encouraged Perryfields to revisit their vision especially the stated intention of pupils "wanting to return to mainstream" and decided that this no longer was an accurate reflection of their best practice. In November the school shared its approach to wellbeing and updated the



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action plan following the production of a detailed report for governors. The second November cluster meeting included a presentation by Perryfields on their IQM journey to date. This prompted staff to reflect on impact so far and what the appropriate next steps could be. They also shared an evaluation of the Behaviour Hubs impact including ways in which the outreach work has allowed them to reflect on inclusive practices “in-house” as well as in other schools.

### **Evidence**

- Action plans and evaluation documents from the school.
- Details of open days hosted by the school.
- Details of training materials produced by Perryfields for use within the Behaviour Hubs programme.
- Details of training carried out within Perryfields.
- Details of schools supported by Perryfields England.
- Details of conference presentations by Perryfields.
- Details of Behaviour Hubs open days attended by staff.
- Programmes, agendas and notes related to open days hosted by Perryfields.
- Feedback/evaluations from schools supported by Perryfields.
- Feedback from MP following an announcement in the House of Commons that mentioned the work of Perryfields and its wider impact.

### **Additional Activities**

- Observation of staff Continuing Professional Development (CPD) session.
- Staff briefing.
- Tour of school site with Headteacher.
- Lesson visits.
- Conversations with pupils.
- Scrutiny of pupils' work.
- Meeting with Management committee member and UK Partnerships' Lead at Thrive Approach.
- Observation of assembly.
- Discussion with Assistant Headteacher regarding new flagship targets around health and wellbeing.
- Meeting with new members of staff (outreach team and SENCo) with reference to inclusion, health and wellbeing.
- Telephone conversations with parents.
- Meeting with Police Community Support Officer (PSCO) and Governor to address inclusion, police liaison and inputs on “coercive behaviour”.
- Meeting with Deputy Headteacher on cluster involvement and impact.
- Meeting with Headteacher and Assistant Headteacher on Behaviour Hubs.
- Senior Leadership Team (SLT) meeting - Flagship project, targets, and next steps.
- Senior Leadership Team (SLT) meeting - feedback and questions.

### **Evaluation of Annual Progress towards the Flagship Project**



### Outline of Flagship project

In 2021 Perryfields Primary PRU successfully submitted a bid to the Department for Education (DfE) to become one of only 22 National Behaviour Hubs Lead Schools. The Speech and Language Team (SALT) of Perryfields along with the entire staff team have a growth mind set and a view that they want to continuously improve the lives of the vulnerable pupils they work with. They want Perryfields Primary PRU to continue to build on the Ofsted Outstanding status from the last four inspections in order to be the best provision of its type in the country and fulfil the duties required of a DfE National Behaviour Hubs Lead School. Perryfields aims to lead the way in the national agenda by providing an exceptional and exemplary example of what a National Behaviour Hubs 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 and 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 take all the inclusion factors associated with the DfE Behaviour Hubs program, including the Continuing Professional Development (CPD), school visits, open days and so on, and disseminate them back to improve the provision at Perryfields and have an even further impact across schools.

### Tasks/Actions:

#### Host Open Days

- Provide tours of the school.
- Present/facilitate discussion around behaviour culture.
- Review of behaviour audit tool – co-produce an action plan for each partner school to improve the behaviour culture of each school. (All Inclusion based promoting an inclusive behaviour culture and greater understanding of complex/additional needs).

#### Attend Open Days and CPD sessions

- Attend Open Days at other lead schools with an exemplary behaviour culture.
- Observe practice in outstanding environments.
- Learn from inspiring and passionate leaders.
- Use the experience to inform and develop practice with Perryfields staff.

Visit other schools and produce action plans and work with/provide support to them to improve behaviour culture.



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- Identify partner schools (a) core and (b) extended.
- Carry out initial visit and carry out analysis of needs, further visits to review and update action plans as necessary. Co-produce detailed plans.
- Support schools with production of behaviour audit tools.
- Co-present Behaviour Hubs Modules alongside DfE advisers for other lead and partner schools in the programme.

The school provided evidence that they have hosted a significant number of events. Detailed notes were shared about the scope and content of sessions and the geographical spread of support schools. Feedback from participating schools and from the Department for Education (DfE) has been very positive. One participant, an academy from the southwest of England, said that their involvement with Perryfields provided them with a “scale of measurement that they had previously lacked due to isolation” and “I can’t overstate how important this has been”.

Details of Perryfields CPD programme influence by this activity was shared during the assessment. Each school supported by Perryfields had progress evaluated and RAG - rated against each action plan. These show clear signs of progress in participating schools.

### **Agreed Actions for the Next Steps in the Flagship Project**

- Continue to host and attend open days.
- Continue to deliver high-quality CPD to Worcestershire schools, university and School-Centred Initial Teacher Training (SCITT) promoting inclusion.
- Continue to deliver high quality CPD and Behaviour Hubs modules both online and face to face promoting inclusion.
- Continue to give feedback to Perryfields staff to further grow their knowledge and understanding and further developing and enhancing their practice.
- Complete Behaviour Hubs programme with existing schools and continue/start journey with new schools.

In addition to the actions listed above, which are an extension of the Year 1 Flagship Project, Perryfields plans to introduce an additional focus into Year 2 based on enhancing the awareness of Mental Health and wellbeing amongst pupils, parents/carers (families) and staff. The aim is to equip and support them with the knowledge, skills and strategies to flourish within the school and at home.



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### Outline of Project:

In line with the commitment to staff wellbeing and the school's Mental Health and Wellbeing Policy, the aim at Perryfields Primary PRU is to support staff wellbeing by:

- Ensuring that staff workload is manageable.
- Supporting staff to use their time efficiently and effectively, so it has a positive impact on pupil support, learning and outcomes.
- Providing high quality CPD that reflects professional expertise and enhances the skills of all school staff.

A full action plan is available separately. The main steps are:

- To continue to raise levels of wellbeing of staff through a positive whole-school approach.
- To continue to embed staffs outstanding knowledge and understanding around Thrive, a trauma informed approach and behaviour.
- Listening programme to be introduced across the whole school to support staff in looking after their own Mental Health and wellbeing habits.
- To continue to raise levels of wellbeing of pupils through a positive whole-school approach.
- To raise pupils' knowledge and understanding of differences (needs), traumatic events and the neuroscience with effects upon the body.
- Speech and Language therapist to support pupil communication.
- Listening programme to be introduced across the whole school to support pupils.
- Develop self-help strategies, development of a pupil "toolkit".
- To continue to raise levels of wellbeing of parents through a positive whole-school approach.
- Increase parent engagement.



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### Overview

Perryfields Primary PRU have had 4 consecutive ratings of “outstanding” by OfSTED, is one of the 22 schools selected as a lead school in the government’s multi-million-pound Behaviour Hubs programme and has just seen its Headteacher awarded the OBE for Service to Education in the King’s first New Year’s Honours list. Their inclusion in the Behaviour Hubs programme is based on an assessment that they are one of the “highest performing schools” in the country that has “demonstrated a capacity to support other schools”. Typical of the school’s relentless drive for improvement and a genuine professional humility, when asked what improvements they have secured in other schools, senior staff without exception talk about what they themselves have learned from the process.

Conversations with staff demonstrate a complete absence of complacency. This was also evidenced right from the start of this visit. As has been described in previous reports, the physical environment at Perryfields was and is stunning, but the Headteacher was keen to point out the improvements carried out since last year. The displays are still stimulating and change to reflect current or very recent activities, but now feature larger photographs of pupils engaged in activities on and off site. This, the Headteacher points out, is “absolutely not window dressing”. The photographs capture and celebrate positive experiences, something that will have been absent in many of the pupils’ previous settings. The pictures are “part of a bigger jigsaw”, the pieces of which contribute to pupils feeling better about themselves. The focus at Perryfields is learning, not behaviour and this is reflected in the displays. History features heavily, and later in the day, having seen a group of pupils thoroughly absorbed and engaged in an activity about the Romans with “the History Man” (dressed as Roman) it is further evidence of the joined up approach at the school.

The day started with a Continuing Professional Development (CPD) activity for all staff on “Early Help” led by the school’s Special Educational Needs Co-ordinator (SENCo). This was followed by the staff briefing. Staff briefings in many schools are unremarkable events designed to share information. At Perryfields it is a carefully crafted process that serves a number of subtle but immensely powerful functions. There is an input from teachers and others that have been involved in leading lessons and/or activities. Although “chaired” by the Headteacher, his inputs are brief. This has the effect of clearly demonstrating that every member of staff plays an important role within the wider team. Staff openly share what has gone well and, importantly, what has not. A safe space has been created where staff can share highs and lows without fear of judgement. As staff know they will be required to contribute to these sessions, it is likely that a period of reflection, however short, is carried out in advance.

As a consequence, an information sharing session also contributes regularly and frequently to the creation of a reflective, learning and collaborative culture. The briefing also includes small moments of care, support, and celebration for colleagues which can include reminders about birthdays, illnesses, acts of kindness, again setting the tone for what kind of school Perryfields is through this frequent demonstration of values into practice. There is also a very business-like update on upcoming events, activities and issues. Overall, this is a session which is at times light-hearted and informal but with an undercurrent of seriousness about education and an appropriate degree of urgency and professionalism. This is one small but significant component of what senior staff refer to as “visible leadership”.



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One member of staff, when describing the current training and work being undertaken said that each child is “seconds away from an incident all day and every day”. This means that every member of staff needs a particular skill set to de-escalate and manage complex situations. However, the school goes beyond managing situations and seeks also to work with authority, understanding and empathy. If staff are to effectively co-regulate behaviour, then they too need to be resilient, calm and continually in a positive frame of mind. As one member of staff pointed out, “we need to help ourselves if we are to be able to help others”. Accordingly, the range of supportive wellbeing activities for staff cannot be seen as “add-ons” they are part of an overall strategy that ensures they are well equipped to support the city’s most vulnerable and challenging pupils. Practice is underpinned by theory and is continually reviewed with a relentless drive for improvement summed up by the UK Partnerships’ Lead for the Thrive Approach as a school that “leans in with curiosity”. A new member of staff has noticed that “all of these separate parts, the training, the discussions, the phone calls home, the little things at staff briefings, everything, nothing is done by accident”.

As in previous visits, feedback from parents is incredibly positive with frequent descriptions of “life changing” experiences for their children. One said that, “until you’ve been in my situation, it is hard to understand how it feels knowing now that when your child leaves for school in the morning they will be safe. I think most parents take this for granted but when it is missing, when you think every day will bring another upsetting phone call you appreciate schools like this even more”. She described many aspects of life at Perryfields that were observed or discussed during the day; excellent communication, phone calls home that were positive, trips and activities, understanding but within clear boundaries and high expectations, pupils being “included rather than marginalised”, and purposeful lessons. Our conversation ended with the comment that, “the school hasn’t just improved its behaviour, it’s turned its life around”.

Expectations of pupils are high at Perryfields and this is true of staff. “We support everyone but carry no-one”, said the Headteacher. He says there is no room for complacency and, as is noted at the start of this report, there is none. Perryfields remains a remarkable school and it is recommended that they maintain Flagship status.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. 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 Flagship status.

**Assessor:** Mr 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