



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 7th March 2024

Assessor Ms Jackie Cooper

IQM Cluster Programme

Cluster Group IDEA 2

Ambassador Ms Hilary Thompson

Cluster Attendance

Term	Date	Attendance
Spring 2022	29 th March 2022	Yes
Summer 2022	6 th July 2022	Yes
Autumn 2022	16 th November 2022	Yes
Spring 2023	30 th March 2023	Yes
Summer 2023	23 rd June 2023	Yes

The Impact of the Cluster Group

As a result of attending Cluster meetings, the school has:

- Reviewed how pen portraits of pupils are created and shared.
- Booked In-service Education and Training (INSET) with a recommended Educational Psychologist (EP).
- Developed a wellbeing working party to review staff policies.
- Made effective links with other schools, booking reciprocal visits to share good practice regularly.

Whilst the school is a Flagship School, they are clear that improvement is a continual process and therefore learn from others as well as share their good practice widely.



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Evidence:

- Flagship School Annual Review and Action Plan.
- School development plan.
- Training notes.
- Website.
- Office for Standards in Education (Ofsted) Report.
- Department of Education (DfE) Performance Measures.
- Tour of the school.
- Displays.
- Samples of pupils' work.
- Phonics reading area and samples.

Additional activities:

- Student assembly.
- Lunch and break times with students and staff.
- Outdoor activity used to calm a student down and allow parent to leave.

Meetings/discussions with:

- Headteacher.
- Deputy Headteachers.
- IQM Lead/Inclusion Co-ordinator.
- Designated Safeguarding Lead (DSL).
- Member of the Management Committee.
- Student group.
- Teaching staff.
- Support staff.
- Wellbeing Group.
- Receptionist.
- Caretaker/minibus driver.



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Evaluation of Annual Progress towards the Flagship Project

Project Title:

To further develop the awareness of mental health and wellbeing amongst pupils, parents/carers (families) and staff, equipping and supporting all of them with the knowledge, skills and strategies to flourish within the school and the home environment.

Substantial action plans and supporting documentation were provided before and during the visit showing the range and depth of activities that have been undertaken and the effective evaluation of the stages of the work. In discussions, the Senior Leadership Team (SLT) was clear that actions alone are not enough; there must be a clear outcome and a willingness to amend actions where the desired outcome is not reached.

Within the project, the school focuses on staff wellbeing, including support, workload monitoring and training so that all staff are confident and effective in their roles.

- 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 Continuing Professional Development (CPD) that reflects professional expertise and enhances the skills of all school staff.

Staff spoke very positively about wellbeing in the school. They feel cared for and appreciated and know that they can talk about issues which will be treated confidentially and professionally. In discussions with the staff wellbeing group, communication was noted as positive (this included a survey completed and follow-up discussions). They noted that, in line with other schools, some wellbeing initiatives had happened, e.g. yoga and a coffee machine in the social area but were keen to explain that it is much more than that in their school. They felt that wellbeing for each other, students and parents was embedded and often by the little things, done genuinely and well, e.g. meeting in the morning with a cup of tea; conversations in the corridor; the way that all staff, including senior staff, talk to each other; remembering key family moments; knowing calendars and when workload will be more, then arranging proactively for support. Staff also have access to a coach and a member of staff noted how useful this had been to them through a change process.

The SLT explained their values-led recruitment processes that ensure those joining the team share the ethos and vision of the school.

Further and wider priorities (that will continue into next year) are:



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- To continue to raise levels of wellbeing of staff through a positive whole-school approach.
- To continue to embed staff's outstanding knowledge and understanding around Thrive, Motional, a trauma-informed approach and behaviour:
- To introduce a Listening Programme across the whole school to support staff in looking after their own mental health, wellbeing and workload 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 neuroscience with effects on the body.
- To engage a Speech and Language Therapist (SaLT) to support pupil communication.
- To introduce a listening programme across the whole school to support pupils.
- To develop self-help strategies and development of a pupil 'toolkit'.
- To continue to raise levels of wellbeing of parents through a positive whole-school approach.
- To increase parent engagement.

Building onto the staff wellbeing work, the school is now well underway with further priorities. Speech and Language therapy having shown a positive impact is now delivered in-house by a trained member of staff so that the benefits of the positive relationships with staff can enhance the work. In addition, the school runs a Listening Programme for students, which is becoming embedded. In the student panel, students who are currently out of mainstream education spoke positively, confidently and appropriately about their likes and dislikes in the school and about how staff all want them to do well and work hard.

Parents who were spoken to were positive about the work done in the school and the impact of it. One said that their child had, "felt broken"; that the school was a "breath of fresh air" and that they now came home, "with a smile on their face". All parents spoke positively about communication (both one-to-one and group through the school's systems) and thought the farm visits were a good idea. The school invites parents on the same visits as the students occasionally (although these are parent-only) and uses this to get to know them more, break down barriers and allow parents to connect (having recognised that the usual 'school gate' chats cannot happen in a school where students come by taxi/minibus). These will also offer the opportunity for training over time.



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During the school day, all students and parents are met at the door and the school, 'always offers a cuppa' to welcome visitors. During the visit, there were occasions where the parent and/or child were concerned as they arrived, and these were dealt with calmly and discreetly with appropriate staff on hand to meet with the parent and work through what was needed.



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Agreed Actions for the Next Steps in the Flagship Project

The agreed steps were previously for two years and are mostly still appropriate for this year as actions that have started 'continue to embed'.

- To continue to raise levels of wellbeing of staff through a positive whole-school approach.
- To continue to embed staff's outstanding knowledge and understanding around Thrive, Motional, a trauma-informed approach and behaviour.
- To introduce a Listening Programme across the whole school to support staff in looking after their own mental health, wellbeing and workload habits.

This becomes a 'continue', working with staff voice to guide the activities.

- 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 neuroscience with effects on the body.
- To engage a Speech and Language Therapist (SaLT) to support pupil communication.
- To introduce a Listening Programme across the whole school to support pupils.
- To develop self-help strategies and development of a pupil 'toolkit'.
- To continue to raise levels of wellbeing of parents through a positive whole-school approach.
- To increase parent engagement.

Both of these are to continue and include parent voice and feedback.

A short discussion was held with the IQM Lead to continue finding ways to evidence the impact of these steps and the outreach work, where possible/appropriate.



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Overview

There are 24 students on roll at the school and the some spend the morning at Perryfields and then return to their mainstream school in the afternoon. This emphasis on the school being a service, not a destination, is reinforced through the school's motto and on the visit day, through the prayer during assembly time.

A number of pupils are full-time at the school having been excluded from their own or are attending as a Section 19 placement as due to their significant needs they have been deemed by the Local Authority as 'hard to place'. The Headteacher was clear about the role of schools and gave examples of discussions with local Headteachers coaching and supporting the provision in their schools before students were taken on roll at Perryfields Primary PRU. This was another good example of sharing practice and encouraging wide inclusive practices.

During the visit, an assembly and lunch were seen, both of which involved all staff. The assembly was celebrating World Book Day and staff volunteered to 'rap' the opening to the Gruffalo, with all students engaged and then voting on the best one. Students were very well-behaved throughout and were used to following the routines, including being quiet when asked. Prizes and praise were given out to acknowledge where students had upheld the school's 'Learning Powers' – reflective, curious, collaborative, resilient and independent. Language is used very carefully by all staff in the school to repeat similar phrases around these values so that students are constantly aware of them in use as well as in the colourful displays in each classroom. In the student panel the word 'resilient' was used by one student to describe how he had been taught to cope with his anxiety around attending school.

Staff eat with the students at lunch time, using this opportunity to guide social skills and ensure students eat healthily. Students were happy discussing with each other, staff and visitors during the meal as well as being confident to reprimand the member of staff who fed the dog in the kitchen area!

An informal discussion with the DSL confirmed further the holistic nature of meeting student needs. She and other staff spoke to explain that uniforms and food are provided where needed and parental support is given regularly for both school-based issues and to help parents deal with external agencies. The school residential experience is a massive step forward for many of the students who would never have been on holiday before and the trust that this develops amongst the students and between students and staff is invaluable.

A key feature of the school is the inspirational displays, creating a true learning environment throughout the school. Aspects of the curriculum are exemplified, for example, French words for parts of the body, artefacts, pictures and information about other countries, remembrance and the World Wars and the environment – with life-size models, clear wording and imaginative use of pictures. The students' own experiences are celebrated with high quality prints that are updated to always show current students keeping it relevant and reminding students of their positive experiences, including the many educational visits and the school residential that are undertaken. The school has taken advice from leading autism experts regarding the impact of the displays, keeping them, 'safe, predictable and desirable' which is then supportive of the needs of all students.



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A therapy dog was in school during the visit, one of two that the school have trained. She was very effective with students and is used for reading and care work – students sometimes respond better in crisis to this approach. Students acknowledged and paid attention to the dog when she came into rooms and was around the school, although never to the detriment of learning or other activities. This showed again the careful way that the different aspects of the school have been thoughtfully and carefully blended and embedded to always support students' development rather than distract them.

The curriculum is wide and well-sequenced and is supported by the programme of visits that the school undertakes – for example, castle visits integrated into the history curriculum. The Deputy Headteacher talked about how the subjects are planned and showed examples of planning with subjects taught both on their own and combined where appropriate. The school also runs a phonics scheme, testing all students and providing effective support to ensure that all can read well as soon as possible. The curriculum is challenging, and the students' work was of a very high quality. Students' books are well-kept and shared with their home school so that the level of work can continue when students return fully. Wherever possible the curriculum is planned with local schools so that there is continuity. The lessons seen were calm and students were very well engaged with the work, which they enjoyed. They were keen to show their knowledge through discussions, answering questions confidently and using great vocabulary – one student described the sea as 'azure' and others used similes and personification in a piece of descriptive writing. In another lesson, students showed care for each other (where a student was absent) making thoughtful and appropriate comments. This was also seen when a student had to be removed from a class and the students were able to discuss calmly with the teacher about the 'wrong choices' and how this was not a good thing but could be learnt from. The removed student was discussed sensitively so that re-integration into the group would be a positive experience for him.

The school has an established and effective programme of outreach work that has many facets and serves the area well. The team of outreach staff at the school are knowledgeable and versatile in their approach. Schools are assessed on need and support is provided to over 100 schools. The work done may include training of staff in-house or as part of INSET days as well as that related to students who are coming to Perryfields Primary PRU.

The outreach staff collaborate closely with schools where there are concerns about a particular student's behaviour to support and train staff to be able to work effectively with the student's needs and to work with the PRU. While students are at the PRU the team keeps regular contact with the home school and when it is time for the student to return, they work with parents and the school to make this a positive experience. The Deputy Headteacher talked about how for some students this means regular visits for a while, gradually withdrawing but that they talk and listen to the needs of the child, school and family and in some cases have only had minimal contact – an example was given of a child where all felt that it was better for her to make a fresh start in her new placement and in this case the contact was kept with staff and parents, but in the background for the child.



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The team and their work have been presented at national and local conferences and the methods are used as examples of good practice across the County and wider.

As a further fully inclusive approach to sharing practice, the high-quality documents and training information used by the outreach team is available to all free of charge on the school website. Repeat requests for support, testimonials from schools and local authorities and invitations to speak at conferences are all evidence that the work is effective and valued. The ethos is completely embedded across all staff; one member of staff said that he goes home with a smile on his face each day, knowing that he “has done good things today”.

The school is a shining example of inclusivity with high standards for all – students, staff and the wider community of schools. They provide effective and powerful outreach support to other schools, ensuring the best practice is shared with all for the benefit of children across the area and wider. All children should be able to have an education of this quality.

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: Ms Jackie Cooper

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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