

Feedback sheet for Final Assessment of IQM

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| Name of School: | Lower Park Primary School 26 th March 2007 |
| Headteacher: | Mr Ian Coulson |
| Final Assessor/s: | Mrs P. Davies |
| Successful: | Yes |

Specific Issues Known

The school was opened in 1965 and has since then undergone extensive remodelling to provide spacious classrooms, a centrally situated library, computer suite and a large hall which is used for a variety of learning experience. The school is situated close to the centre of the village of Poynton. There are currently 270 pupils on role. The school's core aims include the following:

To have high expectations and aspirations for every individual, including academic, artistic, personal and sporting achievements.

To meet every individual's social, emotional, physical and spiritual needs so that they can move on from Lower Park with integrity and confidence.

Portfolio

The Portfolio of evidence was well organised and presented and provided the assessor with a substantial amount of evidence on the assessment day. Further evidence was made available during the assessment. The file contained a CD providing a detailed Inclusion Action Plan for the school which was worked upon by Teachers, Teaching Assistants and Governors on the Review Day at Lyme Park in October 2006. The evidence in the file has been cross referenced for the individual 10 elements and has an over-view of each standard at the beginning of the file which made the information transparent and very accessible.

A huge amount of work had gone into the file and the assessor would like to thank the staff of Lower Park Primary School for their hard work in compiling the evidence. This is a working document and the assessor recommends that time is dedicated to up-date the file termly to provide an instant snap-shot of the school's excellent inclusive practice.

Pupil Progress

The school's Assessment Policy is used effectively to ensure breadth in assessment procedures at all key stages. A wide range of assessment procedures are used and allows teachers to plan a variety of activities which take account of pupils individual needs and levels of working. Staff interviewed talked about matching children's preferred learning styles (VAK) to activities within lessons.

Pupils are encouraged to take responsibility for developing their own learning through the target setting process. In conversation on the day pupils from across the age range demonstrated an awareness of learning objectives *"I need to improve my writing and really focus on listening"* Y6 pupil.

There is clear evidence in the portfolio of IEP's for pupils with specific needs and that pupils with specific needs are involved regularly in individual IEP target setting. The IEP's, which are very detailed, are updated often and outline specific resources and strategies to support learning, physical or emotional need. Parents interviewed spoke warmly of school systems for reporting on pupil progress. They felt well informed and valued the range of strategies used by the school to update parents regularly on pupil progress, including praise in assembly, the use of Commendations and the publication of those children receiving Commendations in the weekly Newsletter.

There is a strong ethos of celebration of achievement in the school at all levels. The school has an enviable reputation for developing the Performing Arts with productions such as Bussy Malone providing opportunities for all pupils in school to achieve and for that achievement to be recognised by the widest possible audience. On the day of the Assessment KS1 Children were involved in the Dress Rehearsal for their Easter Production - a production that was valued by pupils in KS2 as both enjoyable and moving. The ethos of celebration was further reflected in notice boards and public display areas seen on the assessment day.

Pupil Attitude, Values and Personal Development

This is a strength of the school

It is clearly evident from both portfolio evidence and observations on the day that the school puts into practice its commitment to developing the role of pupil voice. An example of good practice is the active, effective and well established school council. School council representatives from across the age and ability spectrum clearly articulated their role and responsibilities as school citizens. The current Chair of the School's Council has been invited to join the Macclesfield Youth Parliament. Council members were able to describe the democratic election process of the school council and the mechanisms in place for reporting back to the rest of the school.

They were proud of the council's achievements; examples described included acquisition of playground equipment and litter bins and fund-raising. It is clear from portfolio evidence and pupil interviews that through the school council all pupils are able to contribute and are fully involved in the life of the school. Parents and staff interviewed on the day confirmed that there are excellent induction and transition programmes in place. New pupils and parents receive a warm welcome and in interviews on the day parents stressed that the school takes every care to ensure that transition is smooth. They commended the schools ability to ensure that all children are integrated effectively and are accepted and valued equally regardless of needs, gender or race. The school uses "buddies" effectively, not only to ensure smooth transition at all key stages but also to support learning as peer mentors eg reading and spelling buddies in year 6. In conversations with pupils they demonstrated care and concern for each other proudly pointing out *The Friendship Bench* and *Playground Rules*. Pupils are consulted through questionnaires about their experiences at school as evidenced in the portfolio.

Q: What I like most about my school

A: Lunches, Community Hour, Welly Wednesday, Stickers, Using Computers, School Productions

There is a wide range of strategies in place to help pupils foster positive attitudes and support pupil social and emotional development, including effective use of circle time and the SEAL project. Staff exhibit flexibility in approach to sensitive issues which enables them to address personal and social issues as they arise in addition to the planned PHSE activities. This further supports inclusive practice. There is also a wealth of evidence in school, in displays in classrooms and public areas, that all pupils are encouraged to be involved in the wider school community through fundraising events. In conversations pupils valued the wide range of out of classroom activities provided by the school and spoke enthusiastically of the wide ranging choice of lunchtime and after school clubs including: Swing Band, Choir, Netball, Art, Cheerleading and Japanese.

In interviews the pupils reaffirmed the accessibility of such activities to all regardless of level of skill. In addition pupils' learning is supported through a range of external visits and residential experiences. At Lower Park pupils are actively involved in decision making; an example of this are the Classroom rules as evidence in the Portfolio:

"Keep our classroom tidy. Don't walk on it pick it up!!!

The school behaviour policy emphasises positive discipline and it was clearly evident on assessment day that pupils are engaged learners, well-mannered and respect both peers and adults in the school community.

" This is a happy school."Y5 Pupil

Leadership and Management

This is a strength of the school

The headteacher and senior leadership team are very effective role models for inclusive values. There is a clear vision, shared by all, and an expectation of continual improvement. The vision is embraced and embedded across the whole school, and is reflected in the school ethos. All staff and Governors are involved in the action planning process through the annual Review Day held at Lyme Park, and there is clear evidence of shared leadership and responsibility throughout the school. Collaborative leadership ensures that all staff have an awareness of their role and are fully involved in policy making. Staff interviewed felt that their contribution to the school is recognised and valued. Regular feedback is given through the performance management process and meetings. All staff have the opportunity, through the performance management process, to identify their own training needs alongside the priorities of the school improvement plan. There is a strong commitment to developing all staff in line with the key priorities of the school. There is drive for continual improvement reflected through the comprehensive school development plan. The headteacher is an exemplary role model.

Staffing Systems and Organisations

Structures and systems are in place to facilitate the cascading of information. Procedures exist for seeking the views of pupils and parents and the school strives to ensure that all stakeholders are involved in policy making. There are many opportunities for collaborative planning between teachers and teaching assistants. Teaching Assistants have clear Job Descriptions and all Teaching Jobs advertised stipulate that candidates "*Be committed to inclusive education.*"

Teaching assistants are effectively utilised to support learning in a variety of ways. Learning Support staff work closely with teachers to ensure that all pupils needs are fully met. This effective collaboration facilitates the full participation of pupils with specific needs. Staff are involved in regular in-house and local INSET initiatives. Staff interviewed on the day reaffirmed the ethos of equality and spoke warmly of a team commitment to building positive relationships between all staff and pupils in the school community. Staff interviewed on the day stressed the supportive management style and were able to articulate ways in which staff support and help each other. From both portfolio evidence and interviews on the day it is clear that effective teamwork is evident in all aspects of school life and that it a strength of the school.

The Learning Environment

The school is very welcoming and friendly to pupils and visitors.

There is an obvious pride in the school environment, both inside and outside the building. Wall displays which are informative and interactive, support learning in a variety of ways. There is celebration of diversity in the learning environment. Pupils are encouraged to treat their learning areas with respect. A rich and varied learning environment is evident in all learning areas of the school. The quiet and purposeful atmosphere around the school reflects success in the engagement of all learners in classroom activities. All pupils have access to the computer suite through timetabled provision. Resources are deployed according to individual and group need. Classrooms are stimulating learning environments and encourage active pupil engagement. There is a strong sense of ownership and responsibility for the school environment amongst pupils and staff and the quality of the learning environment, supported by the *Managing Access Strategies & Teaching Styles Guidelines* reflects inclusive values. The outdoor environment provides stimulating and discreet areas for play and extensive grounds allow for outdoor learning to be utilised.

Teaching & Learning

The school places great emphasis on the individual learning needs of each pupil and a raft of strategies are in place to support this. The school places emphasis on the need for providing challenging learning activities according to individual need. Teachers have access to comprehensive data, to aid lesson planning and school systems ensure that lessons have clear stated outcomes and objectives. A range of teaching and learning styles are encouraged. Pupils are encouraged to develop other learning styles in addition to preferred learning styles. Classes cater for a wide diversity of need, and work is clearly differentiated. Lesson plans and monitoring procedures are aimed at ensuring inclusion is realised in practise. Detailed planning of learning activities is evident in the portfolio. Pupils with SEN are supported by a team of TA's, who are involved in joint planning with teaching staff to ensure that all pupils can fully access the curriculum. The TA's are also involved in the monitoring and review of pupil progress.

Individual members of staff interviewed on assessment day were able to demonstrate good inclusive practice. Staff have clearly defined roles and are effectively deployed to support teaching and learning throughout the school. The curriculum is broad and balanced and provides equal entitlement whilst at the same time being sensitive to individual and group needs.

ICT is also used effectively to support the development of literacy skills and is used for all subject areas. A parent interviewed spoke of a teacher's commitment to her child by offering extra typing practice at lunch-time to further develop his key-board skills and thus more easily access the curriculum. The timetabled provision of the ICT suite further supports inclusive practice. Lap-tops are available for classroom use and this bank is being further extended. Technology is used effectively for communication and learning for all pupils and the school must be proud of its excellent web-site which supports children's learning. Pupils are given a range of opportunities to evaluate and record their work in different ways.

Resources and ICT

The school is well resourced. The headteacher and governors have utilised funding effectively to provide resources where all pupils have equal access and entitlement. In conversation with pupils on the day they spoke warmly of their use of a wide range of resources and equipment including interactive whiteboards and musical instruments. Library resources are selected to demonstrate positive images of diversity and disabilities. ICT is widely available through the timetabled ICT suite and interactive whiteboards in classrooms and is used effectively to support learning in every curriculum area. Evidenced in the Portfolio was a pupils PowerPoint presentation on Lower Park's Harvest Festival. The school's excellent web-site provides opportunities for pupils to explore other fun web-site for their learning and enjoyment. It offers a virtual tour of the school through display galleries and detailed and up to date news from the school including Parents Page and photographs of events in which pupils have taken part. The school has a good library area; well stocked and valued by pupils and supported by Parent helpers. Staff interviewed were aware of resources and were able to articulate how to access support. It is clearly evident from portfolio evidence and interviews on the day that careful selection and deployment of resources promotes inclusion at Lower Park Primary School.

Parents and Carers

It is evident from interviews with parents that school policy and practice facilitates a strong partnership between parents/carers and the school. The strong relationship between the school and its Parents and Carers is to be commended.

Parents are provided with many opportunities to be involved in their child's learning. They felt well informed of their child's progress and felt that communication between home and school in all areas was very good. In particular they value the use of the home-school reading diaries and the very popular and informative weekly newsletter - *The Beacon*.

Parents interviewed spoke warmly of the supportive ethos created by the school and value the parent workshops. Parents interviewed spoke of their involvement in the induction process for their child at key transition times, particularly the excellent arrangements for transition between Lower Park and Poynton High School. They affirmed that the school has a fully inclusive approach, both socially and academically. They spoke well of the range of opportunities the school provides for parents to engage in discussion about their child's learning, exemplified through reports, IEP reviews, and regular access to the teachers involved. They spoke of the school's success in promoting strategies to raise self-esteem and personal confidence and the school's ability to create an atmosphere in which difference is not only accepted but celebrated. The school's investment in the Performing Arts was warmly praised by Parents including the outstanding musical productions and the Choir which is regularly asked to perform at local events. Parents felt they could share concerns with school and that they would be listened to and acted upon straight away. They were pleased that the buddy and peer mentoring systems provided an additional mechanism for support. Parents are consulted through questionnaires, the school communications systems and regular meetings and have opportunities to discuss and comment on decisions to ensure they are agreed ones. The PTA is very active and brings parents, staff and pupils together in a wide range of social and fund-raising events including well attended events such as the summer fair with Sheepdogs and Ducks. The PTA is also a recognised channel through which the Headteacher keeps in touch with parents views.

Governors, External Partners and Local Authority

Governors are clearly very involved with the life of the school and knowledgeable of the systems in place. Governors are included in the school's annual Review Day - working in groups with staff from F, KS1 and KS2 to agree the significant achievements of Lower Park and set priorities for the school's continued development. Governors have access to assessment results through the PANDA and the head teacher's report.

The governors have subject responsibilities and visit the school to monitor their subject and observe lessons. Through the work of the governing body, governors ensure that the committee structure is used effectively to support school development.

The Governing Body , in addition to the statutory meetings , also meets informally once a term to ensure that they are absolutely up to date with school developments and initiatives. The governors are invited to all school events including, performances induction meetings and exhibitions. Teaching staff from curriculum areas are invited to committee meetings to share developments in their subject areas and give presentations on new initiatives; this enables governors to monitor teaching and learning. Governors have received training and demonstrate their support to promoting inclusion through annual reports to parents and the school's admission procedures.

The school's website is a forum for parents and the community to facilitate an understanding of the work of Governing Body and includes interviews with a Parent Governor and the introduction of the *Meet The Governors* Link.

The Governors have a very clear understanding of the aims of the Inclusion Policy as well as of issues related to Every Child Matters and are appreciated and valued for their high-profile support of Lower Park Primary School.

The Community

It was evident from interviews on assessment day that the school is held in high regard by the local community. Local community groups and organisations are encouraged to be involved in the school to contribute to and promote cultural and social diversity; exemplified by Community Hour an initiative introduced by the Headteacher to raise pupils awareness of their place in their own community and of the Global Community.

Pupils are involved in fund-raising to support local, national and inter-national charities. The school is grateful for the support it receives from local community groups including The Rotary Club. The latest edition of *The Beacon* describes the school's excellent relationships and learning experiences with St. George's Church. The school also works collaboratively with the very active PDA Cluster group, taking advantage of training opportunities for staff and also of inter-school activities between both primary and secondary partners.

Areas for Development

- To continue to develop pupil voice through the consistent involvement of pupils with their own and peer assessment.

Thank you for inviting me to spend the day in your inclusive school.
Congratulations!

Renewal of IQM date:

Spring Term 2010