



Report on IQM Inclusive School Award



School Name: West Rainton Primary School
15 School Avenue
West Rainton
DH4 6RN

Head/Principal: Alison McDonough

IQM Lead: Susan Firth

Assessment Date: 12th November 2020

Assessor: Sally O'Neill

Sources of Evidence:

- School Evaluation
- Website
- Tour with opportunities for pupils to give their views of the school
- Examples of pupil workbooks across the curriculum
- Examples of curriculum progression book

Meetings Held with:

- Headteacher
- Deputy Headteacher
- Governors
- Parents



Overall Evaluation

At West Rainton Primary School everyone is part of the team. The school continues to be a fully inclusive school with a very warm welcome for everyone. At the entrance to the school is a display which states 'Welcome to our happy school'. This ethos is echoed by pupils, parents, staff and Governors. The school has inclusion at its heart and the Headteacher and staff team have developed some excellent practice that could be shared with other schools.

At West Rainton Primary School there is a commitment to provide the best educational opportunities for all pupils. There is a determination that everything will be done to ensure that every child is both happy and succeeds to the best of their ability. When the COVID-19 pandemic disrupted the whole country, school staff moved swiftly to ensure everything possible was in place to continue to support learning for all pupils. When school reopened to pupils in June, the catch-up lessons were highly effective. The school reports that this time was crucial for addressing any missed learning and getting the pupils back on track. The Headteacher and staff are determined to minimise the effects of the pandemic on the children's education and wellbeing and aim for pupils to continue to achieve as well, or even better, than ever.

The Deputy Headteacher/SENDCo is highly regarded in the school and local area and has a passion for supporting all pupils. The school has a high level of mobility and she reports that pupils are welcoming and accepting of everyone. There is a real enthusiasm when new pupils join the school. Any identified need for extra provision is provided swiftly, partly due to positive relationships with parents.

West Rainton School were keen early adopters of the government's Relationships Policy. The school greatly values its good relationship with parents and they listen to the views of the parents and takes these in to consideration as part of the process.

Pupils have a voice at West Rainton Primary School. Governors report that pupils have attended the curriculum sub-committee meetings in the past to share their views. There are regular planned opportunities in lessons for pupils to listen to each other and to discuss subjects such as health and wellbeing. School staff recognise the positive impact of this type of activity. Pupils show empathy for others and are confident to talk about the school. Pupils reported, "It's a wonderful place to learn" and "People don't get bullied, everyone gets treated the same" and "Everyone makes friends, it's an amazing place".

Reading is a whole school focus, as the Deputy Headteacher said, this is "embraced through everything we do". Teachers now consistently use carefully chosen blocks of non-fiction texts in their lessons. The short texts are read independently by the pupils and discussed. The teachers ask the pupils to explain what they have discovered and the pupils need to 'convince' the teacher using the evidence from the text. The school reports that this approach results in greater engagement and deeper understanding. In tandem with the focus on reading, the school library has been redesigned to be more inviting to all readers. The new Reading Lodge in the playground is also warm and cosy. It is an environment to read at lunchtime and to spend time with other children. Books are carefully selected and enjoyed both independently and also through links to lessons and wellbeing themes.



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All class teachers and subject leaders have revisited the curriculum and know what their class has learnt. Each class teacher has a 'Ask Us About!' book compiled by the previous class teacher. This helps teachers to pitch new concepts at the appropriate level and also revisit and reinforce learning in all subjects, this was demonstrated with science, music and PE, but is equally used for all subjects. The curriculum sub-committee regularly look at pupils work and can clearly see the progression throughout the school.

Parents stated that all school staff are very approachable and that their children are settled and happy at West Rainton Primary School. They appreciate the regular clubs and events such as, the annual inflatables day to acknowledge whole school good attendance. All pupils work together to achieve this coveted celebration of whole school attendance of over 96%. This approach is achieving good results and is working effectively at West Rainton Primary School. Parents report that their children benefit from the school visits and the range of opportunities that they are given. They recognise the commitment of the staff and also the way the school has responded to the pandemic, ensuring everything possible is being done for their children's education and wellbeing. During the assessment parents gave their extremely positive views about the school and the support it gives their whole family. As one happy parent said, "I would stand on the rooftops to tell everyone about this school."

Interaction with the local community is exceptional, "The school is an integral part of the community, and the community is an integral part of the school" was a comment made by the Chair of Governors. This was clearly seen throughout the assessment day during conversations with staff, Governors, parents, pupils and through school displays and the website. The local residential home is one example of the active friendships which have been developed over time. A very prominent display in the school entrance is of drawings sent to the pupils by residents at a local care home. Genuine friendships and good relationships have been built up between the school and their elderly neighbours resulting in many examples of positive interactions and activities.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award 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: Sally O'Neill

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 of the School

There is a traveller site in the village and the children attend West Rainton Primary School, this accounts for 22% of the school population and contributes to the high level of mobility. Some of the travelling community do move away from this area and attend other schools but may later return to West Rainton Primary School. It is reported that some families find that at some schools there is not the same welcome. The school works extremely hard to ensure everyone is treated fairly and equally. Relationships are good and staff visit the site. During the first lockdown the staff visited the site regularly to ensure families had full access to resources and school information.

The whole parent community was consulted about the Relationships Policy however, they understood that it was worth spending time ensuring there was open discussion with the travelling community. Concerns were listened to and opportunities given for further conversations if requested. Some misconceptions were addressed and some worries eased.

The school is working hard to improve boys' reading. The library has been redesigned with attractive wooden furniture and feature shelving. The books have been chosen specifically so that there is a good mix of texts which will appeal to all. There is a strong focus on choosing books that boys will enjoy.

A high percentage of pupils are eligible for free school meals. The school reports that pupils with pupil premium make good progress. The 2020-21 grant and catch up premium is allocated carefully so that all pupils are benefitting. The Governors explained how they are holding the school to account and are very stringent about all decisions.

The school have compiled a scrapbook of all the experiences that have affected them and the world during the pandemic. Pupils are encouraged to be positive and to be proud of themselves for the way that they have coped during this time.

The school puts on a range of performances, the costumes are provided for all pupils and everyone has a part to play. These are a huge sense of pride for the school with 'We will Rock You' and 'Mary Poppins' as recent performances. Pupils also take part in the Shakespeare for Schools Festival and perform a play at a theatre alongside other schools. These activities give pupils confidence and enjoyment.

Next Steps:

- To work with parents of the travelling community on planning the RHE provision.
- To further develop inclusion as part of the ongoing inclusion culture.



Element 2 - Leadership and Management and Accountability

There are systems in place to ensure vulnerable pupils are safe. During lockdown the Designated Safeguarding Lead continued to be 'on call' and kept up with regular meetings. All vulnerable pupils were offered school places during lockdown, 50% of the vulnerable pupils attended the lockdown sessions. Others stayed at home and staff kept a close eye and swiftly followed up any concerns.

The Headteacher and Deputy Headteacher lead pastoral support within the school. There is a commitment to ensure pupils are emotionally ready to learn before considering the educational side. At times there is a need to access and arrange additional outside help and many examples have been given of the wide range of support and collaborative working. This has included counselling, behaviour intervention and the ethnic minority traveller achievement service.

Governors know the school very well, they are rightly very proud of the school and particularly the strong two-way connection with the community.

The Governors are stringent about ensuring money is spent most effectively on the children, they are familiar with the whole picture of the school but also smaller details. For example, they explained that a range of new classroom globes have been purchased. They recognise the globes support progression with the simpler ones in the younger classes and are more complex in the older classes.

The onsite Nursery is now part of the school, the pupils can now begin Nursery from age two. Over time, this has resulted in pupils coming into school better prepared for learning in the Reception class. It has also attracted new families to become aware of the school from further afield.

Next Steps:

- To focus on narrowing the gap in Key Stage 1.



Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

To support home learning the staff team were committed to ensuring that quality learning opportunities were accessible to all pupils. The staff created films to explain new concepts and had regular communication with families.

Last year the subject leaders reviewed the curriculum and mapped the content from Nursery to Year 6, this was shared with all staff and Governors. The mapping process resulted in all teachers having a better understanding of what their class have learnt the previous year. This has now resulted in a special progression book which is passed on to the next teacher and used in lessons such as science, to remind the class of things they already learnt from the previous year. This is working effectively to keep learning relevant and ongoing. The curriculum sub-committee regularly look at pupils' work and report that they can see the progression throughout the school.

Class texts are chosen to enhance the pupils' understanding of inclusion, for example, recent texts have included 'Wonder.' Before selecting an appropriate book, the teachers complete a text analysis to check the suitability of the reading level and content. 'The Secret Horses of Briar Hill' was appealing to boys and linked to their learning about the Second World War. Text based tasks were carefully chosen to engage boys, for example, Kensuke's Kingdom engaged the pupils in Year 4.

Verbal feedback is given during the lesson as much as possible, teachers move around the classroom and give feedback. This is highlighted in the pupil's work book with a green mark to indicate 'side by side marking.' The expectation is that any misunderstandings are quickly addressed and teachers have found that this leads to faster progress.

Where pupil use something from a previous lesson the teacher is pleased to acknowledge that the learning 'has stuck'. This is marked with a 'sticky learning' sticker indicating that previous knowledge is being used effectively.

Next Steps:

- To continue to develop the RHE curriculum and consider ways of sharing good practice with other schools.



Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

During the tour of the school on Microsoft Teams, the pupils in Nursery were taking part in a Diwali party and tasting different foods. They had made hats for the party and were taking turns to taste their individual bowl of snacks. In ‘normal times’ the parents are welcomed each term to stay and play.

The Reception pupils were keen to talk and explain the importance of keeping safe during the pandemic. They clearly understood about washing hands and why visitors cannot come to school.

Year 6 were taking the responsibility of running a healthy snack shop.

The learning environment at West Rainton Primary School is very well cared for. The recent redesign of the library and the outdoor Reading Lodge support the school improvement plans and give pupils every opportunity to read.

West Rainton Primary School work with other schools in their ‘communities for learning’ to take part in projects and shared continued professional development. A recent physics project has been planned with the University but is currently on hold due to the pandemic. Staff also meet to monitor children’s work and support each other and to share expertise on areas such as behaviour, speech and language and hearing impairment. This collaborative approach is highly supportive and valued by the school community.

The teachers work closely together and talk things through, they share good ideas and may drop in to classrooms to watch a few minutes of a lesson to cement their understanding of a new strategy that worked well for a colleague. Through these approaches the teachers are proactively sharing good practice throughout the school.

Next Steps:

- Continue to develop the skills of all staff through utilising the skills of more experienced staff.



Element 5 – Assessment

There is a strong aspiration to ensure pupils continue to make good progress despite the disruption of the pandemic. A recovery curriculum was put in place for five weeks before the summer holidays and this was successful, especially for the older pupils.

The younger pupils who returned for the five weeks before the summer holidays were quickly back in to their phonics sessions and made rapid catch up. The five pupils who did not return until September are now having additional support in booster groups. This clarifies the importance of the five week catch up programme that took place before the summer holiday.

Pupils who struggle to grasp phonics by Year 2 are moved on to other approaches such as high frequency words and sight vocabulary. This approach has resulted in 80% pupils achieving at least in line with expectations in reading and writing by the end of Year 2.

In addition, the school has applied for funding for two mentors. These graduates will help pupils to catch up with Maths and English. The mentors will be working at the school from January 2021 until July to support identified gaps in pupils' learning. This shows how well the school are successfully targeting support where needed and accessing funded high-quality support.

The school have noticed a bigger gap for pupils in the Early Years, particularly within the nursery. They are accessing Launchpad for Literacy which is part of the Nuffield Early Language Scheme. The intention is for speech and language support to identify the language issues in younger pupils. The intention is to pinpoint whether difficulties are with speech or misunderstandings with aspects of language.

Next Steps:

- To continue to monitor pupils' progress and where areas of learning have been missed through the pandemic, to ensure catch-up plans are in place for every child.



Element 6 - Behaviour, Attitudes to Learning and Personal Development

During the tour of the school, the pupils were confident to talk about the school and good behaviour was seen throughout.

Pupils love the competitive nature of the Times Tables Rock Stars, it was reported that the pupils are doing really well. They were disappointed that this year they did not have a chance to take part in the National Times Table Check.

The pupils at West Rainton Primary School were the first school to become 'Mini Medics'. The pupils became mini ambulance workers, demonstrating CPR in Tesco's and with the pupils learning life-saving skills for the future. They have also taken part in projects to be mini police.

The Relationships curriculum was shared during the assessment. The school recognised that this subject is going to play a crucial role in the experiences of the pupils during unprecedented times. Therefore, during the partial closure, all pupils, from nursery to Year 6 were given access to online learning through Class Dojo. Many of the activities provided for them, alongside all curriculum entitlement, had a wellbeing or positive mental health intention. Many of the RHE activities were aimed at whole families in order to make the difficult situation a little more fun and to bring people closer together.

Next Steps:

- To continue to develop the RHE curriculum and consider ways of sharing the good practice with other schools.



Element 7 - Parents, Carers, Guardians

One parent explained that when they moved to a new house it had been difficult to find a school to give all of her children spaces. One of the children was being educated in a PRU and was ready to join mainstream. The parent had found that when she approached the Headteacher and Deputy Headteacher at West Rainton Primary School she was immediately welcomed and said, 'they opened their arms to us.' She explained how her children joined the school and are happy, making progress and thriving. The parent said, "I owe this school a lot. They gave me hope."

Another parent moved to the area and moved to West Rainton Primary School, she expressed her gratitude to the school for the progress her daughter has already made in spelling and maths. Her daughter has made friends and loves the school. The parent said, "I couldn't be happier with the school and every teacher. They are all so friendly and helpful."

Parents are reminded about the dangers of the internet. Booklets on sites such as 'TikTok' are available for parents to collect from the entrance hub.

Next Steps:

- To fully involve parents in the catch-up plans and beyond.



Element 8 - Links with Local, Wider and Global Community

The local residential home, Springfield Lodge, is one example of the close connection with the local community. In pre-COVID-19 times examples were given of joint nativity plays where the residents and pupils shared roles and worked together. The school is currently planning to share a nativity play and carol service online with the residents.

Pupils enjoy visiting their elderly neighbours and by developing mutual respect and self-esteem. At the Year 6 annual awards evening, a very special award is the 'friendship award' presented to a pupil showing exceptional skills. Pupils have undertaken training to understand dementia and this really helps to build up understanding of some of the needs of the community.

The school has obtained a grant to upgrade broadband, this will make a difference to the whole community as the village will also benefit from the faster speeds.

Visitors to the school from the Sikh community and the Muslim community have helped pupils have a wider understanding of different faiths. There has been positive feedback from parents.

Pupils lay a wreath in the village for Remembrance Day, this year the pupils took the wreath early to ensure social distancing. Harvest Festival is also an important part of the school's link with the village.

Sports Day is a much-anticipated event, the pupils try to make and beat the school records held by past pupils. The records are proudly displayed. Some records have not been broken for years and this motivates the pupils to work hard to try to be the new record holder.

Pupils have had work displayed in the National Gallery in London and have visited to see their artwork on display.

Next Steps:

- To maintain and forge community links (possibly appearing on Songs of Praise 2020).