



Inclusion Quality Mark (UK) Ltd

17th July 2017

Mrs Catherine Robinson
Executive Headteacher
Holmesdale Infant School
The Avenue
Dronfield
Derbyshire
S18 2LR

Assessment Date: 3rd July 2017

Summary

Holmesdale Infant School is a welcoming haven in Derbyshire, close to Sheffield. All the staff work hard to foster a sense of community and the children at the school have positive attitudes towards learning and are enthusiastic.

As noted by Ofsted in 2013 "The behaviour of pupils in lessons and around the school is outstanding. They show respect and consideration for each other and for the adults around them." There are positive staff-student, student-student and staff-parent relationships, effective pupil support and independence is fostered.

Holmesdale Infants School has a clear purpose and vision. This is clearly evident in the school prospectus where vision, aims and the mission are shared with all stakeholders: Vision for Holmesdale Infant School:-

"To promote and enrich the development of children to achieve their full potential in a caring, happy, creative and stimulating environment.

"The best me I can possibly be."

The vision permeated the whole school and is evident in the challenges set for the children in each year group.

Holmesdale School was opened in January 1959. It has its own wooded grounds surrounded by gardens and playing areas. The grounds are used to good effect and continually develop. Two of the classrooms are used by the Avenue Nursery' and 'after school and breakfast club'.

Parents clearly value involvement with the school, indeed the school fosters trusting relationships with parents and very effective links with other agencies to support a shared approach to children's learning and to ensure children receive consistent support.

The multi-purpose hall is used for P.E., assemblies, music, and other school activities. The building has disabled access and resources for children with disabilities.

Governors show a keen interest in the school and are very supportive. Governors are willing to attend celebrations and assemblies, taking their part in a range of activities and events. The governing body constructively questions leaders about the school's performance and very ably supports its development. They have a clear understanding of inclusion.

There is appropriate support for children with specific needs and a parent speaks positively about the provision enabled for her child who is Autistic.

Information and evidence was gathered by observation within the school but also through conversations with the Inclusion Coordinator, teaching and support staff. Representative pupils, parents and governors also gave their opinions.

During the visit, I had access to all areas of the school, saw small group teaching and had both formal and informal conversations with children. There was a genuineness and warmth shown in the welcome I received from all groups.

The school produced a detailed IQM Self Evaluation Report document and additional written and statistical evidence was available to support the Inclusion Quality Mark assessment which was very helpful.

I would like to thank all those involved for the organisation of evidence and time given to enable me to determine my assessment. The openness to ideas and development was of particular note.

There are a number of key strengths in the school because of the strategic approach to management.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Stephanie Robinson

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 and Practice of the School

The Inclusive Values and Practices of the School promote a commitment to providing the best possible care for children:-

The school mission statement clearly sets out how the school staff will enable children to succeed, by ensuring high quality provision.

“We believe that each child will succeed through experiencing quality in:="

- A stimulating, broad and challenging curriculum.
- A happy, secure, creative and inspirational environment.
- An ethos of support, challenge and encouragement to succeed.
- An effective learning partnership between school, home and community.
- Innovative teaching and an investigative approach to learning underpinned by effective assessment.
- An enriched programme of extra-curricular activities and visits.”

Management of SEND has been carefully considered and at Holmesdale Infant School there is a belief that every child is special in their own unique way. It is felt that all learn differently, therefore the school staff seek to enable every child to access the school curriculum to their full potential, ensuring they are supported and nurtured through their educational journey.

Consistent and very clear behaviour strategies are implemented and impact on the attitudes and actions of youngsters. Everyone in school is expected to show politeness, kindness and respect towards each other, others in the community and communal property. The school’s aim is that these values and behaviours, if reinforced, will remain with the children to follow outside of school life.

The school tries to eradicate bullying and staff are committed to providing a warm, caring, friendly and safe environment for all children so that they can learn and play in a relaxed and secure environment. Bullying of any kind is considered unacceptable and will not be tolerated by staff.

Children develop an understanding of different cultures and celebrations as noted in Oak and Ash Class News:-

“During the second half of the autumn term Oak class have enjoyed learning about celebrations including Diwali, Bonfire night and Christmas.”

“We have enjoyed finding out about how other people celebrate different festivals.”



IQM Self-Evaluation Report



Strengths:-

- Staff benefit from inclusion being embedded within the school. Staff, Children, Governors and Parents feel valued.
- Whilst British Values are promoted, individual difference is also respected and children learn about a range of cultures.
- During the time when the Executive Principal is supporting another school, the Head of School has been entrusted lead the team, thereby developing her skills.
- Transitions are being well-considered; home visits and support for children on transfer is enabled and children's needs considered.
- Safeguarding and Health & Safety is regarded as important and is recorded in policy.
- Children are polite, they offer to help, hold open doors, reflecting appropriate values and beliefs.
- All stakeholders understand the behaviour policy and children delight in telling visitors about rewards and trophies.
- Assemblies are used to share celebration of success. Children take some ownership of these.
- CPD is carefully considered, reflects the needs of the school and personal/professional lines of enquiry and interest.
- The use of Pupil Premium is shared on the school website.

Areas for development:-

- To continue to work towards ensuring a clear consistent approach to tracking progress.
- To enable staff to review safeguarding procedure in TA meetings e.g. Quiz of the month - to re-visit processes.
- To further enhance understanding of school readiness and transition support needed by offering Reception up to ten days placement in Nursery and vice-versa.



Element 2 - The Learning Environment, Resources and ICT

It is enjoyable to walk around the school, to see the children 'on task', to see the availability of a wide-ranging resources.

Whilst there is limited storage space, staff have been creative in its usage and even used a store room as a sensory base in which children can work or have 'time out'.

Outdoor space is quite extensive and the school staff and governors have worked hard to enable an interesting environment in which a range of experiences can be offered. The development is ongoing and the staff can see the potential in further developing this and seek permission to do so.

Staff use a wide range of resources including IT and practical activities to inspire the children to engage.

Every class has access to laptops and computers to support their work.

Specific needs of youngsters are well considered and plans are in place to ensure all involved are aware of needs.

Strengths:-

- The school grounds are well cared for, fostering a love of the outdoors. Opportunity to grow things and tend plants is encouraged, recycling has been identified as important:
 - Life skills.
 - Eco-school award.
- Teachers make use of IT and have access to interactive whiteboards and iPad. ICT is regarded as important and enhanced as funding allows and resources are reviewed.
- The Sensory 'Rainbow room' is inviting yet calming.
- The roles of the TAs have been reviewed and SLT ensure their role is well-matched to need.
- Celebrations are shared, including those of different cultures e.g. Diwali as mentioned by a school governor.
- Adaptive resources are identified and purchased if needed.
- The school has a private nursery on site which has many benefits for the school and children.

Areas for development:-

- To further extend facilities for storage of equipment outdoors to continue to foster independence e.g. Construction store, shutters to enclose areas, provision of more mark making opportunities.



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- To continue to address use of positive imagery to reflect inclusive practice.
- To continue to review and develop use of IT, tablets, QR readers and cameras in the context of the curriculum.
- To further develop links with SALT particularly in relation to methods of communicating the children's stage of development following SALT visits to school - to ensure everyone is clear about achievements, needs and next steps.



Element 3 - Learner Attitudes, Values and Personal Development

The school works hard to ensure that children understand behaviour and anti-bullying policies.

Positive behaviours are encouraged and rewarded, children are polite and friendly and willing to talk informally over lunch.

There are positive staff-student, student-student and staff-parent relationships, effective pupil support and independence is fostered. Mutual respect is engendered through turn taking, listening to each other's points of view and rewards for politeness.

Transitions are well considered, the school endeavours to ensure a safe secure environment for new starters. The good relationship with the nursery on site is helpful in terms of securing smooth transitions. School readiness is important and it is vital that discussions focused on the sharing of ideas is undertaken with Foundation and Nursery (Inc. local PVI providers).

The school tracks Pupil Premium children and holds a termly discussion with the child, to share a learning programme following a discussion about their personal developments, likes, dislikes and targets. As previously noted, the use of Pupil Premium Funding is noted on the school website.

Strengths:-

- School staff and children can describe the school policies that address behaviour and anti-bullying. The behaviour policy underpins the work of the school, is understood by all stakeholders and respected. Golden rules are posted on the walls.
- Pupil voice has values and ideas from children acknowledged and taken on board.
- Transition and induction is regarded as important, school staff wish to make these times as smooth as possible.
- Children ably describe the importance of kindness, friendliness and support for others.
- There is a clear pathway of support for children with SEND as outlined by a parent whose children have been well supported.
- Children's targets are made clear in books and a marking policy exists to promote useful feedback to children.
- Time is taken to develop PSICHE and the school staff make use of SEAL, Rise and Shine as strategies to support this.
- The school council are responsible and understand their role. They are keen to engage in enabling other children to have a voice.



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Areas for development:-

- To ensure the school council meets to walk round the school, suggest improvements and to articulate how these can be achieved. They will then be able to present their findings to management.
- To enable all children 'new to school' to be invited to a school council meeting.
- To consider working with Year 2 to fund raise to enable them to leave something back at school for the rest of the children and staff to enjoy when they transition to Junior school.



Element 4 - Learner Progress and Impact on Learning

This year's data was in the process of being collated on the day of the visit. In the 2013 Ofsted report it is stated that, "Pupils make outstanding progress in reading, writing and mathematics in Reception, Year 1 and Year 2. Standards are high, and year on year pupils' attainment is well above national averages. Teachers provide stimulating and challenging lessons, reflecting consistently high expectations for what pupils can achieve."

Summative and formative assessment enables targets to be set for all children; the school is working in conjunction with other schools in the locality for moderation and focused developments.

Termly analysis of formative and summative assessment is moderated by staff and reviewed at two points during the year to ensure progress is sustained. Where individuals are not achieving targets and expectations, plans for small groups and individuals are developed in consultation with the SENCO, TA's and teachers. This covers a broad range of support possibilities which may be from short term targets to an ongoing need.

Governors are kept informed of attainment levels through appropriate reporting systems and are knowledgeable and ask challenging questions.

Different strategies have been initiated to ensure appropriate levels of progress are assured e.g. Marking and feedback policy and Talk for writing. There are a range of Teaching and Learning approaches in evidence: Children talk about the topics they enjoy. In the Viking topic, there were examples of great stories for retelling and acting out, making and creating models, artwork, boats, shields and swords, as well as great writing opportunities. The children enjoyed investigative work in Science, for example, how to keep things warm or cold. This motivates the children and promotes their interest and willingness to learn.

Strengths:

- Data analysis is undertaken, a sharp focus has been on the needs of Summer-born children and Boys Literacy in order that they progress to a satisfactory level. Equally SEND children's progress is tracked and attainment at mastery level is monitored.
- - There is a variety of teaching and learning approaches in evidence:
 - Forest school
 - Projects
 - Formal approaches
 - RWI
 - Expressive Arts
- Plans reflect differentiation and children are grouped according to needs. The Executive Principal is keen to ensure challenge and deepening of knowledge and understanding.



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- Learner attainment is tracked although the school is reviewing its procedures to ensure consistency and commonality of approach.
- Targets are known to learners.
- Feedback to learners is appropriate including verbal and written.
- Learners are enthusiastic, the school seeks to build on the enthusiasm to effect high standards of attainment.
- The SENDCo understands the new Code of Practice and how to deliver Education Health Care Plans, liaising with all stakeholders. There is a clear SEND policy available on the website for parents to access.
- SLT can articulate learner progress and needs.

Areas for development:-

- To continue to use Talk for Writing methodologies to develop confidence in writing.
- To focus on Phonics (some guidance already exists on the website) to further enable progress. Use of RWI for Summer born children. To further engage with Nursery and other PVI's to seek commonality of approach and foster early development in this area.
- To consider establishing a homework club/ holiday club to target key skills and knowledge prior to the Autumn Term.
- To continue to promote Boys Literacy in a variety of contexts-real experiences.



Element 5 - Learning and Teaching (Monitoring)

The appraisal/ performance management policy is clearly in place at the Community Infant school and well used, targets are determined, focusing on progress of children and development needs.

The positive monitoring policy ensures that learning and personal needs of children are addressed. It is a tool to support staff and seen as enabling. The strategies of data review, work scrutinies and learning walks are used to gather information and support staff.

A climate of trust is engendered as the SLT seek to ensure high quality teaching, "The SLT undertakes regular learning walks using *'Judging the teaching, not the teacher'* to identify strengths and areas for development to be fed back to staff."

The school has developed a range of opportunities to report to parents and are keen to gain feedback from parents.

Policies are in place; all staff are familiar with the content. The SEND policy reflects the setting and whole school policy, approach and assessment on entry.

Deployment of TAs is effective. Much work has been undertaken, Each TA undertakes performance management with the Head of school. The staff work closely together, specific groups are targeted for support, for different reasons.

The team work of lunchtime supervisors and staff ensure continuity of behaviour management. They understand children's needs and respond appropriately.

Appraisal is undertaken for all groups, this is valued. Feedback is important.

Strengths:-

- Performance management is undertaken and the process is understood by TAs and teaching staff. Personal, Professional and Curriculum targets are determined.
- Performance is measured through results, learning walks and 'drop ins'.
- The new curriculum has been reviewed and plans are in place for coverage through exciting topics to foster engagement.
- The SENDCo is aware of children's specific needs and support is assigned to address these.
- SLT can identify key objectives and targets to be met by Year groups.
- Children engage positively in lessons; a range of approaches is used as noted on the tour of the school.
- Use of TAs is well-planned to ensure best use of time. Briefing and discussion takes place half-termly.



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- TAs indicate that they are briefed as to requirements by the teacher.
- The Head of School describes how children are involved in sharing what they know about topics before moving onto topic activities.
- Mark-making in YR2 has been linked to Superheroes to promote interest and stimulate the boys.

Areas for development:-

- To maintain the focus on quality teaching to ensure the progress of all groups of children.
- To use visits to other schools and settings to carry out action research aimed at improving teaching skills, provision and learning outcomes.
- To build subject knowledge / teaching skills through visiting other settings including pre-schools (PVI's)-determine clear focus for these visits.
- To pair different members of the teaching team with different strengths and needs to make visits and then feedback to staff meetings.
- To further strengthen the Cluster meetings with PVI's.



Element 6 - Parents, Carers and Guardians

Parents and Governors clearly value involvement with the school, and feel that the school is doing an excellent job. They remark on the school's open-door policy and willingness to discuss children's needs.

Parents are partners in the learning process: *"Parents in Partnership - We are always pleased to see parents in school and we aim to make you feel welcome." "We firmly believe that parents and teachers are partners in the education process. If you feel that you are able to give a little of your time and volunteer to help in school we would be very grateful. There are many ways you can help and support. Please see your child's teacher to arrange suitable times."*

During the year parents are invited to their child's class assembly and other key events. The school makes every effort to maintain purposeful contact with parents and use several methods to do this including text messages.

There is a school website from which the parents can retrieve useful information including dates and newsletters. Parents can access a Mobile App on which they can find what is happening in school together with a calendar listing of events.

Strengths:-

- Parents speak highly of the school and feel that they are well-informed about progress and happenings.
- Parental feedback is encouraged in a range of ways.
- Parents wanted their children to come to the school (and grand-parents) because they feel it is "Forward thinking, has high standards and old-fashioned values."
- Parents understand the complaints process but feel that issues can easily be addressed in the main by the teacher and headteacher.
- Meetings seek to ensure that parents are fully involved in addressing a child's needs- e.g. Autism.
- Questionnaires are sent to parents to gain feedback.
- Good use is made of newsletters to inform parents of happenings and changes.

Areas for development:-

- To audit parental employment and expertise to enable support with expertise within key projects, identification of fund raising opportunities, advice and economic ability.
- To further explain phonics on the website-video clips & YouTube.
- To use assemblies when there is a large audience to show some video clips prior to the assembly or afterwards to highlight key aspects of the curriculum, educate, inform and celebrate.



Element 7 – Governing Body and Management: External Accountability/Support

Governors have a keen interest in the school and are very supportive. Governors are pleased to be involved with the school and are invited to celebrations and assemblies, taking their part in a range of activities and events.

They are fully aware of the Inclusion and the SEND agenda and are keen to ensure that all children receive their entitlement. They work with the head, reviewing policy and use of Pupil Premium to ensure staffing levels and resources meet the needs of the pupils. They are aware that a breakdown of the use of Pupil Premium can be accessed on the school website.

Governors recognise their responsibilities and take these seriously, supporting the head in meetings, ensuring the development of the school.

The governors recognise the importance of up to date training for themselves and staff.

The governors are prepared to challenge and interrogate data to secure the progress of the school.

Strengths:-

- There is strong governor understanding of the needs school.
- Governors provide positive support for achievement.
- The governors are well-informed and keen to support the values of the school.
- The School Improvement Partner who took time to speak with the assessor by telephone on the day of the visit is keen to support and challenge and is aware of development needs.
- There is a named SEND governor.
- Governors attend and participate in training and understand their role in the context of the curriculum.
- Governors know to ask, 'The Big Question' in their role of support and challenge.
- Good links exist with neighbouring schools.

Areas for development:-

- To consider how best to further empower and enable the Head of school to continue to develop (focused visits, management of people).



Element 8 -The School in the Community – How this supports Inclusion

The school seeks to engage with the local community. Staff encourage children to recognise their responsibility for the environment and the people within it. They promote this through the eco school award but also in terms of ensuring they respond to needs within the community.

The school takes part in Dronfield in Bloom and other local events, they celebrate Grandparents day too. They enabled one class to take part in a festival with other Dronfield schools, building on skills developed during the Bike -ability Day earlier in 2017. Children are also encouraged to become more aware of wider issues and Fairtrade week enables them to become more 'in tune' with world issues.

The school recognises the value of the 'outdoor classroom' and Forest Schools. The school has been awarded the Eco-School award.

Derbyshire County Council Catering Services has worked with the children to develop their bread making skills.

The children are taken on educational visits including places like the Yorkshire Wildlife park and Forest school.

Fund raising for several charities is considered important and quite recently the children took part in a fundraising event for Cancer Research.

The school has established links with local sporting groups.

Strengths:-

- Good opportunities in place to engage with the community, grandparents, dads & mums. (Dads can read, Mums can count).
- Educational visits take place as do visits into the neighbourhood to support children's learning.
- Contribution to community events is regarded as important and valued.
- The children have raised money for the neighbouring nursery who suffered loss.
- The school hosts Kids Club and this is well-supported.
- Lunchtime and after school clubs are offered and cover a wide range of interests.

Areas for development:-

- To further reach out into the local community, offer displays in shops, and the library.
- Broaden awareness of employment in the local community and identify where synergies exist to enhance expertise in school.