



Stockport **Inclusion**
Quality Mark

Ambassador Status

Dial Park Primary School IQM Assessment Day 24.9.19

Context

Dial Park Primary School is situated within a well established estate and is predominantly made up of social housing stock. The school recently amalgamated with the Nursery School situated on the same campus and that also accommodates Lisburne Special School.

Generally, children from the estate enter school with a level of experience that is well below national expectations. Pupil transience is high and a high proportion of families attract pupil premium funding. The proportion of children designated as SEND is also very high.

The school consistently seeks to introduce innovative practice that is designed to break the link between disadvantage and low attainment.

OfSTED judged the school as 'Good' in 2017.

Evidence collected and provided

The IQM assessment was carried out by Liz Cooper, Educational Psychologist, Max Turton, Advisor and Clive Taylor, Link Advisor.

As such we were able to:

- 1) Meet with the Headteacher
- 2) Have a tour of the school
- 3) View a signing assembly
- 4) View a film made about the schools best practice
- 5) Observe a lesson in the school and outside in forest school
- 6) Meet with a governor, RR teacher, KS2 lead, KS2 students and parents

7) Feedback to staff

We were provided with:

- 1) Partner feedback forms from LSS, BSS, Lisburne School, School Age Plus, Speech and Language Therapist
- 2) Summary of the schools values
- 3) Summary of evidence for the IQM strands
- 4) Child case studies
- 5) Parent survey results
- 6) School development plan
- 7) Summary of self-assessed areas of strength and next steps

Outcome

Following an extremely impressive, well-organised and uplifting day, the assessors were in no doubt about the high level of inclusive practice embedded throughout the school. Dial Park were awarded Inclusion Quality Mark, Ambassador Status in recognition of their outstanding practice and commitment. As such, a copy of the final report will be copied to the Director of Education.

Key Strengths

There is an unusually strong alignment between the values, attitudes, ethos and practice within the school. This is reflected across lessons observed, displays noted, paperwork presented and reports from staff, children and school partners. There is excellent demonstration of flexibility, creativity and acceptance of difference, which impacts positively upon pedagogy. There is a different management structure, in that there is a head teacher, full time SENCo and part-time pastoral member of staff with no deputy head. There are a number of long serving staff members and TA's frequently go on to train as teachers.

There is a strong sense of family across the school setting and the school organisation as a whole provides a secure base for all, particularly those with vulnerabilities. Project work around restorative approaches has served to further embed the relational strengths of the school. Adults provide excellent social emotional models for children and the atmosphere is warm and respectful. Clear and calm communication is observed at all times and this includes signing across the school. The lived experience of parents is very positive through, for example, having face to face reassurance from the SENCo at the door each morning, or receiving a professional and efficient response to identified need. Consequently, parents have trust in the school and feel listened to.

There is a strong and embedded culture of distributed leadership, growth and ongoing professional learning. For example, the school supports other settings who require improvement; they visit other settings in viewing good practice; there is a

strong partnership with Lisburne specialist provision school; staff have research time each week, in furthering their practice in particular areas of specialism and there is a creative and visual approach to adult learning and development across the school. The Headteacher recently spoke at the Entitlement Framework Launch in sharing the Dial Park universal and targeted provision model with other schools in Stockport. The school is also taking part in a doctoral level research project with UCL, in exploring the positive aspects of the school as an organisation and community. Further to this, the school recently made a positive practice film, in collaboration with the Behaviour Support Service and receives regular training from agencies, such as the Adoption Society. Regular liaison with agencies contributes to the school's ongoing professional development, expertise and understandings.

There is excellent understanding and practice around provision for children's holistic development: how outside, forest school play can support learning and wellbeing and how the broader social and emotional context impacts upon what a child needs in school and how their behaviour is understood. Overall, the school is highly inclusive for all children, but particularly those on the attachment, trauma and loss continuum and for those in transition. There are high expectations for these children, but an effective recognition of the impact of these needs on learning. There is a focus on embedding metacognitive approaches for learning in the early years in further developing resiliency and access for all children. The school have recently begun to manage the nursery provision and Dial Park values and practice are already in place. There is an active ethos of developing independence in learning through giving children a sense of control and empowerment in their educational experience, which is likely to support mental health in adolescence and beyond. This is reflected most strongly in the integrated classrooms model adopted across the school. Life skills are central to teacher planning in thinking about the whole child and what they will need for the future.

Quotes from partner agencies, parents and children

- School are keen to use more universal approaches to help promote children's speech and language, literacy and writing.
- I am always made to feel very welcome.
- I am made to feel like part of the team the minute I walk through the door.
- I feel part of the school community when visiting.
- I work very closely with the SENCo. Her door is always open.
- The school have been proactive in offering advice and support to a family as part of a child protection plan and have maintained good communication with myself in order to facilitate the plan as well as provide the child with the close pastoral support needed. Without the child and parent's positive relationships with the school, it seems likely that the CP plan would not have been as effective in safeguarding the child and improving family outcomes.

- The school offer: alternative curriculums, good liaison with external agencies, a sensory room, good use of restorative champions, flexibility in creation of class cohorts according to need, sharing of plans with all staff, personalised curriculums, liaison with the nearby specialist setting
- They put everything in place that they can.
- They don't wait for ages to act.
- They fund as much support as is possible.
- They provide practical resources.
- Any concerns, I know that I can ring school.
- I feel like I am being heard.
- They don't force things.
- They visited me at home three times.
- Everybody is welcome here and everybody is nice to each other.
- We are a loving school. We are all one big family.
- We always accept people and help people.
- It will help us as adults. It will help us make friends at high school.
- We will carry on helping others.
- This school has helped me express my emotions, so I am stronger.
- I was very shy and now I feel a lot more confident.
- X taught me to say, don't give up.

Areas for future development as discussed with school

To consider adult and child understandings of the terms 'initiative' and 'independence' and to discuss what aspirations are for these concepts across the developmental stages. To consider these aspirations in relation to pupil groups working independently within classrooms, so it is explicit to observers.