



Inclusion Quality Mark (UK) Ltd

20th June 2016

Mrs Rita Arundel
East Hunsbury Primary School
Penvale Road
East Hunsbury
Northampton
NN4 0QW

Flagship Review – 14th June 2016

Summary

The approach to East Hunsbury provides visual accuracy. The journey is about expect the unexpected! Passing through a busy city into suburban housing and then a sensation of countryside, you finally arrive. East Hunsbury is the same in terms of expecting the unexpected. It is impossible to make assumptions. This is because this is a school that never heard the words 'complacent' or 'good enough' or 'finished'!

East Hunsbury answered the call from the last review, 'to be bold' in projecting its inclusive ethos. The result is an inescapable, sunshine lit, glorious creative structure that makes its message indisputable. This is a school of equality where its visible mission statement can be read and interpreted, generate curiosity - well before entry into the building. The sculptured piece clearly shouts out '*my school ...my friends... my future*'. This school gives a promise of a whole enjoined community whilst also recognising and applauding strategic diversity. The material used in the sculpture ensures a changing perspective. At times it shines and shimmers and cascades colours across the ground... at others it is about shadow and depth. This is a perfect representation of this school. It is non assumptive and never complacent. It is ready to alter and to shift in order to be ready and responsive. It is a school with a creative energy to re-design qualitative paths for all of its children. It is unquestioningly, **INCLUSIVE**.

Children here are nurtured and nourished. Their voices are taken seriously and they step up to the realisation and experiences of their significance and invitation to contribute. They are excited by all that they are involved in and are ready to rise to the next challenge. They are not afraid of difficulties or of getting things wrong at first attempt. This is because they know that trial and error are crucial parts of all learning processes. **"It is about keeping it fresh and exciting and keeping inspiration clearly in sight"**. Everyone is included on this journey in East Hunsbury.

Recommendation

The Flagship Review has been undertaken successfully. The school clearly demonstrates its ability to respond to initiatives and to build the capacity essential to moving still further on the Inclusion journey. I am of the opinion and recommend that the school maintain its IQM Flagship and be reviewed in twelve months.

Assessor: Dr Wendy Daley

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Flagship Report

School context description:

Our school is a larger than average sized primary school with 473 pupils on roll from aged 4-11 including a 35 place Specialist Unit for children with Severe Learning Difficulties, serving the local area of East Hunsbury in Northampton. The large majority of our pupils are White/British (76%) with a further 14 other ethnic groups. A small minority of our pupils have English as an additional language (14%),

The proportion of pupils known to be eligible for free school meals is 8 % below average.

The socio-economic backgrounds of our pupils are predominantly semi-professional. Most pupils are well supported from home that enhances participation in extra-curricular clubs and funding for education visits.

The stability of our pupils is high. The percentage of pupils with an EHC Plan/ Statement or SEN support is 19%. The percentage of pupils with a Statement of Special Education Needs/EHCP is 8%.

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Review Report

The school is expected to complete the 'Future Plans' one month before review/assessment and to then submit the Review Report to IQM

Element	Future Inclusive Plans	Assessment Commentary
1	<ul style="list-style-type: none"> Teacher and SLT to visit school in Wales to research Inclusion training programme. To complete the SMILE project- creating the agreed Intellectual outputs for the British Council. 	<p>The spirit projected by leadership is one of the energy of curiosity and creative courage. Conviction leadership is a tangible reality in East Hunsbury.</p> <p>Staff are enabled to initiate and follow through ideas and developments. The supportive connectivity and infrastructure ensures security of action.</p> <p>There is a willingness to embrace projects in the delight of exploration of relevant and connective practice.</p> <p>The spirit of creativity ensures a climate of currency and participation.</p> <p>Structures and systems enable and facilitate 'in-house' training and collegiate learning. There is a readiness to learn from each other.</p> <p>Leadership lifts vision over the parapet. The wider, futures thinking engagement of inclusive practice is the passion that drives development in East Hunsbury</p> <p>Communication is vibrant and is dedicated at ensuring collective knowledge and information</p>
2	<ul style="list-style-type: none"> To ensure continuity of Inclusion within the Rainbow Room during 	<p>The entry Inclusive Logo ensures immediate understanding of the school's profound ethos – it provides a visible multi-interpretive Mission Statement.</p>

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	<p>the induction of new staff members.</p> <ul style="list-style-type: none"> Sports leaders to seek ways of allowing pupils from the SU to access activities. 	<p>Strategic designated spaces add integrity to purpose.</p> <p>The Forest School developments are exciting and re-enforcing of the growth of emotional and learning resilience's. Bidding for grants has been successful and there is now a splendid 'Mud Shack' (named by the children) within the Forest area.</p> <p>A further grant has now seen the creation of a new school kitchen. This has greatly influenced the enhanced lunch time provision and ensured evaluative and measured progression of social skill building.</p> <p>By focusing on building behavioural management strategies (particularly during the lunch time) sporting resources are now accessed more qualitatively.</p> <p>Playground Zoning has enabled more selective and directional play choices.</p> <p>The Reggio courtyard – The Atelia – enables a visible depiction of the capacity for independent choices and learning. It is a qualitatively resourced space and the school invests in additional external expertise to imitate many creative projects within the area.</p> <p>All resourcing is reviewed regularly to ensure sustainability of relevance</p>
3	<ul style="list-style-type: none"> Develop the School Council as a School Parliament to discuss developments on a wider agenda in line with British values. Ensure KM and LG visit another settings outstanding school council. 	<p>The SMILE project has had a significant impact on the emotional and social climate of the school. It is already ensuring more strategic management of the development of emotional literacy.</p> <p>Children from the SU enjoy the residential experiences. It is clearly understood that there is a prime remit to signal that increased independence is possible for these children and to enable them to trial personal growth and development of life skills.</p> <p>Forest School has developed impressively. It is completely child-centred and addresses life learning skills. Currently, it targets strategic groups of children. Measurement of impact is by assessment of engagement. "We learn to be careful" ... "we make better friends".</p>

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	<ul style="list-style-type: none"> Disseminate the outcomes of the SMILE project to the wider school. 	<p>Children have applied for and then undertaken trained roles of responsibility. These include: Zone leaders; Sports' Leaders and Peace Makers. These roles and remits have completely transformed the playground experiences and impact is being felt in classrooms.</p> <p>The new pupil roles at lunchtime have impacted on the children's own behaviours. They have developed a caring spirit and understand the need at times to face personal challenges and make difficult, but fair, decisions "We work as a team ...we combine our strengths... we've gained more confidence".</p> <p>Pupils are encouraged to make decisions and to then understand the connections between cause and effect. Children are able to initiate ideas for clubs and activities. Their capacities to contribute are ever increasing.</p> <p>The new lunch time strategies have had immediate positive behavioural impact. Children are more engaged and exercise choice responsibly. Pressure has been relieved and play is more focused.</p> <p>The School Council has evolved and is still evolving, positively. The children have been involved in collaborative decision making and action. The impact that membership has on the children themselves, is profoundly impacting "We get to have a voice that is heard I've become a better person ...I have gained a real feeling of responsibility. I know I can do it! ... It has grown my confidence I am proud!"</p> <p>The children are developing global understandings, cooperation and respect through the capacities to contact directly, and work with, children from other cultures. This is inclusive multi-culturalism in action.</p>
4	<ul style="list-style-type: none"> To continue the development of T4Writing as a whole 	<p>T4Writing has gradually been rolled out across the school. Release time has enabled the lead member of staff to plan; teach; model and visit other schools. An Open Morning was hosted by the school and again this offered opportunities for comparative judgments to be made.</p>

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	<p>school strategy for raising standards across the school.</p> <ul style="list-style-type: none"> • To continue to embed best practice for Marking and Feedback across the school. • To continue to work with the Fairfield's Teaching alliance to establish an effective system of tracking pupils with SLD following the Rochford Review. 	<p>Impact of initiatives is always evaluated and measured.</p> <p>Processes of achievement, success and attainment tracking are rigorous.</p> <p>A Case Study for T4W enables a base line of expectation of potential impact</p> <p>Expanded conversations help to bring together the myriad of strategies and interventions.</p> <p>Feedback and evaluation are frequent vehicles of accountability</p> <p>There is an expectation of feedback from courses or training events. The school then adapts processes to be fit for purpose in East Hunsbury</p> <p>'Tapestry' is used effectively in Early Years and ensures participative and invited information sharing</p> <p>Building holistic profiling encompasses all the life, academic and emotional skills of the pupils</p> <p>The determination to build consistency of processes and strategies adds to the integrity of cohesive and collective practice. It also facilitates the capacity for staff to share, support and to make comparative judgments.</p> <p>New strategies and approaches are implemented only after trialling, review and discussion by all staff involved.</p>
5		<p>Enhancing practice is a continual energy for all teachers. By ensuring connectivity, relevance and integrity are ensured. Outcomes are clear and impact is continually reviewed and evaluated. Projects "refresh and re-vitalise us!"</p>

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	<ul style="list-style-type: none"> Formal PM of support staff to consider next academic year. 	<p>Staff are inspired by the ability to be involved and to share in the success of new initiatives.</p> <p>There is a determination to ensure training is in compliance with the introduction of new initiatives. All staff are accessed to essential, connective training.</p> <p>Staff work at a profound depth of integrity. This enables them to explore aspects of creative thinking.</p> <p>Decisions are well informed and teacher voice and interaction reinforces depth of inter-connectivity.</p> <p>Teacher action stimulates cross-curricular engagement.</p> <p>Teachers are aware of the need to gather data of measurable outcomes.</p> <p>Staff feel trusted and supported. There is a currency of encouragement and approachability.</p> <p>The staff room is used as a place of exchange. “The load lightens when we are there”.</p> <p>Staff roles and remits are enabled to evolve organically.</p> <p>The recent ‘British values’ week brought together the practices and shared understandings of all members of the school. The pride in the event was endemic.</p> <p>Staff become self-evaluative through the mechanisms of extended outreach support and training.</p>
6	<ul style="list-style-type: none"> LG to liaise with EM for T4W workshops for mainstream and SU parents. Expand the idea of a Parent Support group for Mainstream pupils and 	<p>Parents are informed, updated and involved. The recent opening of the Forest School area resulted in Stay and Play events for parents.</p> <p>The ‘I 2 3 Magic Trainer’ initiative has now involved 6 families. It gives consistency and follow-through experiences by showing parents alternative behaviours and responses.</p>

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	<p>their families, based on the success of the SU.</p>	<p>The Learning Support Mentor has cascaded support to specific groups of women within the wider community.</p> <p>The integrity of initiatives is elevated through the profound integrity of involvement and feedback to parents</p> <p>There is a clear determination to engage parental interest and understanding.</p> <p>The web site accesses parents to the rich diversity of action and intervention within the school. The Blog gives opportunity for currency of information and feedback.</p> <p>The 'Friends of the School' have enthusiastically raised significant funds for the school.</p> <p>There is a clear expectation of feedback and respect is shown for the efforts made by the school.</p> <p>The 'Relax Kids Parents and Child Drop-In Sessions' are effective ways of empowering parents to offer support to each other. They also provide vital mechanisms for additional communication.</p> <p>Information about the new curriculum is clear and informative. It has made clear what the stance is at this school and the way forward.</p> <p>'British Values Week' was fully explained to parents and their participation was invited.</p>
<p>7</p> <ul style="list-style-type: none"> • Raise profile of the Governor Year group link with both staff and governors. • Continue Partnership working for the local authority, offering job 		<p>Governor presence within the school has increased.</p> <p>A regular Governor newsletter ensures a currency of governor profiling and better engages with the wider community.</p> <p>Governors are fully informed. There is the additional expectation that they will practice this level of understanding in their regular newsletters.</p>

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	shadowing and outreach support.	<p>Increased governor involvement means that governors now 'live' the inclusive experiences.</p> <p>Governors clearly invite question and enquiry from parents.</p> <p>Parents are made aware of when to expect a strategic piece of governor information/advice etc.</p>
8	<ul style="list-style-type: none"> • KM and LG to disseminate SMILE project to other local PSCHS co-ordinators and the Fairfields teaching alliance. • Continue relationship and actively contribute to the Fairfields Teaching alliance in terms of supporting Inclusion and other settings. • Host a successful visit for European SMILE partners in Oct 2016, disseminating our best practice in relation to Inclusion and PSCHS. 	<p>The SMILE project is ensuring global inter-connectivity. Sharing experiences is enhancing the practice of all these involved and is extending the capacity for practical application of multi-cultural partnerships</p> <p>Many of the staff offer outreach and training to other organisations. Other schools are often invited to visit and learn from observed practice.</p> <p>With access to Higher Needs funding, more training can now be accessed.</p> <p>Work within the Teaching alliance has enabled the school to gain further insights and also enabled capacities for productive networking.</p> <p>There are many visits and residential planned for the children throughout the year. The external environment is fully exploited.</p> <p>Inter-generational support and events punctuate the school year.</p> <p>The school productively celebrates the events, visits and visitors, that this school makes and receives.</p> <p>The school engages projects and accreditation processes in a desire to reach out and to learn ever more skills that benefit the whole community of East Hunsbury.</p>

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HUB COMMENTARY

Evaluation of Hub Connections/Action/Impact
Ysgol Heulfan visited
Bridgewater – <i>the school has initiated its own partnership</i>
Further Hub needs/developments identified by school:
Ysgol Heulfan (<i>Forest School + Support staff monitoring etc.</i>)
Ravensmead (<i>Nurture</i>)
Cronk Y Berry (<i>DSP</i>)

Sources of data

- Discussions with strategic members of staff
- Joining Parent Feed-back group
- Visiting Forest School nurture group
- Discussions with TAs
- Discussion with Play Leaders and Peacemakers
- Investigation of Outreach
- Joining the lunch time provision
- Meeting with School Council

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Further Developments agreed after discussion

1.
 - To consider developing PATH as a part of the SMILE process. This could be used as an individual record or programme of action.
 - Sometimes skills and strategies overlap. To consider therefore a 'Walk in my Shoes Day' or a 'Menu Week' perhaps. These would give opportunities for staff to become aware of the programmes being built for strategic children and help to build increased holistic profiling.
 - To consider formalising the CPD and PM for support staff. They know that they can access senior managers and ask for training but there needs to be a system that gives a sense of equity and thus enhances a sense of valuing.
2.
 - To consider a natural bamboo fence as a way of defining the Forest School environment.
3.
 - The school Council is well placed for the next planned step of developing roles and remits. Could I add to this the idea of letting an older member sit beside and encourage/coach, a younger member. This would also enable cascaded learning and practice of essential communication skills.
 - To try to ensure a gender balance when children are invited to give feedback to parents etc.
 - To move the application and recruitment time for the lunch time responsibilities to July. In this way the current incumbents could be part of the process; cascade their learnt skills; train and appraise.
 - To consider building a Case Study to track the impact of interventions such as Forest School etc.
 - Just as the Peace Makers add strategies to the Calm Areas, could the Play Leaders add their own ideas for games to the booklet that is available?

4. and 5. It will be interesting to see how the many new partnerships and initiatives build into the profound whole child profiling and how they further influence learning and teaching. Measuring impact will provide valuable insight.

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6.
 - To consider identifying a SMILE parent. Their remit could not only be to interpret and translate SMILE action to the wider community and vice versa, but also they could occasionally have responsibility for updating the Blog. They could be present at key meetings and offer opinion and feedback.

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