



26th September 2019

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COE Review Date: 18th September 2019

Summary

Abington Vale Primary School is made up of 420 pupils across three sites. Park Campus is the original school with Stirling Campus opening in 2013. The Stirling Campus is now at full capacity. The Pavilion Pre School joined in March 2018. The school is part of the Northampton Primary Academy Trust and works closely with the other schools within the Trust sharing the same ethos and values.

The Head and Senior Leaders continue to carry out their roles exceptionally well splitting their time between the sites and ensuring that their continual strive for improvement for all pupils regardless of their baseline assessment is at the heart of the school's ambition. There is a strong focus on developing the skills sets of the staff to ensure that key areas such as reading across the school continue to be a major priority.

During the tour of the school, it was enlightening to see some of the changes implemented since the last visit. The recent focus in every classroom is three simple statements for the whole school community to have at the forefront of their minds each day: 'Be Ready, Be Respectful, Be Safe'. In every classroom there is also a 'Recognition Board' to encourage the pupils to keep in mind the three statements and to be recognised for their adherence to them. High expectations regarding behaviour through this new structure is prevalent throughout the school. The whole ethos is on positive reinforcement and praising the pupils in order to encourage excellence. The structure includes postcards home, 'Hot Chocolate Fridays' with the Headteacher as well as silver wristbands inscribed with the words 'Ask me why I got this'. The new structure and procedures have been as a result of evaluating the behaviour policy and implementing a new strategy through research including CPD on Paul Dix's book 'When the Adults Change, Everything Changes'. The impact has been that staff have reframed their language and understand the positive impact language can have regarding outcomes. Pupils understand that their own actions can support the creation of a happy, calm environment for learning.

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The impact of embedding the new strategy from the start of the term is that pupils are naturally beginning to go 'above and beyond' the school's expectations. 'Wonderful Walking' has also been adopted around the school to encourage a peaceful environment. There is also the use of a 'Recognition Bench' in assembly which is an added feature to the 'Recognition Wall' in each classroom.

'Knowledge Organisers' have been introduced as tools to help the pupils gain, retain and build the knowledge and skills as set out in the school's curriculum intent. These are being trialled and have been introduced in Science, History and Geography. When speaking to the pupils during the tour, they said that the knowledge organisers supports them in their learning, they find them very helpful.

The number of pupils whose first language is not English is above the national average. The school leaders ensure their progress is accelerated through research into best practice. As a result of the research, tailored programmes are implemented to suit the needs of each EAL in developing necessary language skills, for example, during the tour of the school, one teacher showed me all the visual resources she had developed to reinforce key vocabulary for those pupils with little or no English. Thoughtful preparation and knowing the needs of each EAL pupil meant that language acquisition whatever the pupils' stage was catered for and regularly assessed and continually monitored.

The excellent development of the nurture provision within the school has also had a significant impact on progress within and outside the classroom. The provision was a joy to experience on the day of the review. It catered for all year groups. Pupils were identified through discussion with class teachers and leaders. The two members of staff running the provision were experienced and passionate to continually develop their expertise. They were both ELSA trained and very open to ideas to show how to evaluate the impact of the provision on the personal and emotional development of each pupil so that they were prepared for learning in the classroom.

The calm atmosphere has been developed through careful research and through the 'Nurture Network Meetings' attended. The displays on the wall encouraged the pupils to engage in activities to develop their social skills and confidence as well as understanding how to process their feelings and how to react appropriately to others, for example, displays included a 'Wonder Wall', 'Recipe for Friendship' and 'Emotion of the Day' to name but a few. The pupils made recipes together and were encouraged to try different foods, for example, one pupil stated that he did not like tomatoes for their snack time. The staff then made a tomato sauce from the fresh tomatoes. The pupils experienced a meal of pasta with the sauce to allow them to experience and open their minds to a variety of foods and recipes to become more open minded towards their diet. The pupil then realised he liked tomatoes!

During the visit to the Nurture Group, the pupils were engaged in learning about the seasons and how to tell the time. Visual images were used to support their learning. The pupils were busily engaged in painting using a variety of resources to paint the autumnal colours of trees. It was a joy to see the pupils positively engaged and interacting with each other. When questioned, they were able to explain what they

liked about the nurture provision and why it helped them. It was very impressive to see different year group pupils working so collaboratively together under the watchful and experienced eyes of the nurture leaders.

The impact of the provision is monitored and measured through the SDQ questionnaire as well as the leaders own tracking system. In conversation with the leaders, it was clear that their passion and sense of purpose and constant evaluative practice meant that the pupils within the provision were thriving. In June 2018, through Erasmus, they had visited Holland to evaluate the country's nurture provision. As a result of this CPD, one of the nurture leaders had hand-written a journal called 'Well-Being in Education. A Dutch Perspective.' It was a joy to read. When I asked them if they were pleased with their roles within the school, they both replied with 'It is the best job in the world.' They felt that they were very supported by the Head and the Assistant Head (SENCO) and said that the staff realised the positive impact of the nurture provision within the school.

Throughout the visit, it was clear that the leaders have ensured that the school keeps moving forwards and that their drive for excellence prevails. They encourage all staff to develop their career pathway in order to deliver a curriculum to suit the needs of the pupils. There is an exceptionally calm atmosphere throughout the school with extremely positive relationships between the leaders and the staff as well as between the staff and the pupils.

The website is inclusive as well as informative for parents catering for over eleven different languages. Parents are warmly encouraged to come to school if there is anything they would like to discuss. The Head herself is very 'hands on.' During the visit, the receptionist had to leave early so the Head took over at the front entrance reception. This was a testament to the fact that every person's role is valued. The Head and leaders have created an atmosphere that is continually striving to go 'above and beyond' in an environment where inclusion is a key driver to ensure that everyone is 'growing together'. From the moment you enter the school until the moment you leave, there is a feeling of inclusiveness with a focus on 'achievement for all' in a happy, caring and evolving environment.

I highly recommend the school is retains their COE IQM Award and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Anne Spencer

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



Review of Actions taken during 2018-2019

- The nurture group has successfully been set up and is having an impact on the progress of those pupils identified both in terms of their personal as well as academic development. The provision is constantly being monitored and pupils progress is tracked. Meetings are held with leaders and class teachers to ensure that strategies used in the nurture provision can be transferred into the classroom to ensure the pupils feel safe and secure and ready to learn.
- Attendance has improved throughout the school. The Headteacher sends letters home and communicates with all parents of PAs to remind them of the importance of attendance and punctuality. Rewards systems are in place to encourage 100% attendance across classes. The office staff work closely with members of the SLT to inform them of any pupil that is absent so that a swift response can take place to ensure pupils are in school. The introduction of 'postcards home' from September 2019 is having a positive impact. CPD has been delivered to staff to continue to develop a whole school strategy to behaviour and attendance through Pivotal Education.
- EAL provision has been enhanced across the school with the introduction of a whole school EAL baseline. Pupils are rigorously monitored from their baseline to ensure progress is made and next steps are planned for. The Tower Hamlets 'Progression in Language Structure' has been implemented. CPD training for all staff has been rolled out. The 'Language of the Month' is displayed throughout the school to ensure everyone feels included and that the pupils have understanding regarding the different languages spoken within the school and wider community.

Actions planned for 2019-2020

- To continue to develop CPD opportunities for all staff according to their need. The focus will be on developing new strategies through research such as Paul Dix's book 'When the Adults Change, Everything Changes'. The strategy will be shared and discussed with parents and governors as well as involving the input of the pupils through the school council.
- To further develop the use of space at Stirling campus. There is limited outdoor space due to the location of the school. Therefore, a whole school drive to review the space through a whole school audit to address the use of all indoor areas. This will include, in the light of the new NPAT curriculum, the use of and set up of open planned classrooms. All staff will be involved in evaluating and developing a new strategy to ensure space is used creatively to ensure it meets the needs of the curriculum and the personal development of all pupils to support positive outcomes.

Actions to consider from discussion during the IQM review

- To ensure the Nurture Group's outstanding impact on the pupils is not only recorded but also evaluated in order to inform the next steps when planning the future provision.



- To ensure that opportunities are not missed to reinforce any misconceptions from learning in the classroom through regular discussion with class teachers and the nurture provision leaders.

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