

28<sup>th</sup> September 2018



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**COE Review Date: 19<sup>th</sup> September 2018**

## **Summary**

Abington Vale Primary School is made up of 450 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 carry out their individual roles exceptionally well splitting their time between the sites and ensuring that their focus is on improvement for all pupils regardless of their baseline assessment.

Ofsted commented (July 2018):

‘Pupils enjoy school because you and your staff ensure that Abington Vale is inclusive and welcoming’.

This was evident throughout the visit. The staff work seamlessly together and want the very best outcomes for the pupils as well as offering them all an enjoyable experience. The school includes an above average number of EAL pupils with 30 different languages spoken in the school. Diversity of pupils’ needs is embraced by the staff. The school’s motto is ‘Growing Together’ and there is very much a growth mindset present in all aspects of the school.

Ofsted stated ‘successful strategies that have increased both the number and the range of books pupils read as well as how pupils are taught to read with insight and understanding.’.... ‘Teaching now meets the needs of all ability groups more successfully’ (July 2018).

This is a testament to the Leaders who ensure all teachers and teaching assistants are given the opportunity to develop their skills set as well as a testament to the staff for their continuing drive and focus to create an engaging curriculum and an inviting environment for all pupils so that they achieve and are motivated to learn.

From the moment you enter the school, there is a feeling of inclusiveness with a focus on achievement for all.

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The focus on learning and progress is evident throughout the school. All pupils are motivated and engaged and each pupil I spoke to said they loved school. One pupil described school as 'amazing'. This is clear in the attitudes that all pupils display and their relationships with the staff.

Classrooms are organised with clear expectations to support learning as well as reminding pupils of the Behaviour Values of the school. Reading Displays encourage the acquisition of Literacy skills and Protective Behaviours displays as well as a 'calm down corner' allow pupils to reflect on their choice in their response to situations to encourage a positive mindset. Each classroom has a 'worry box' to support pupils Emotional and Social Well-Being and staff are very discreet about the situation of the box in each classroom.

There is an effective Marking Policy which is followed by all staff. This is evident in pupils' books where marking clearly shows what is expected of all pupils as well as differentiated Learning Objectives to challenge the pupils according to their ability. Current data shows that outcomes and progress are broadly in line with the national picture. However, Phonics data is outstanding and all KS1 data above the national average.

The Governors play an important role in evaluating the school's key development priorities in Governor meetings. They visit the school regularly and record their findings. Parents are encouraged to visit the school and staff communicate regularly with parents in the form of the website, telephone calls, meetings, newsletters and assemblies. Leaders are continually evaluating effective means of communication with parents in order to continue to build positive relationships.

There is a Breakfast Club each day and After School Clubs including Football, Basketball, Netball, Dance, Creative club, Choir and Book Club to name but a few.

Abington Primary School excels in its inclusive practice. The Head and the Senior Leaders encourage all staff to take responsibility for their professional development and they are extremely supportive through a coaching solution-based model. This allows staff to take risks and achieve the best outcomes for all pupils.

The Inclusion Team are given opportunities to develop and undertake such interventions with confidence and support such as 'Talking Partners', 'Read, Write Inc', 'Maths So Simple'. The interventions are continually evaluated in accordance to the progress of the individual pupils. The Nurture Group and 1:1 intervention for emotional resilience to develop confidence and self-belief are becoming embedded practice with dedicated, fully functioning and well-equipped rooms on each site. Highly skilled members of staff make up the Inclusion Team.

During the visit, it was wonderful to hear and experience the passion and the sense of purpose amongst the staff as well as the success stories of those pupils supported by the various interventions as well as to witness the detailed strategy of the Head and the Senior Leaders to encompass 'inclusion for all' throughout the operational daily structures and processes.

The diverse group of pupils spoken to could not speak highly enough of their school experience including school trips, learning in the classroom, the clubs as well as the

behaviour structure that they felt was fair and encouraged pupils to be the 'best they can be'.

I highly recommend the school 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 COE status.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



### Commentary on the last 12 months:-

The school has created and reviewed an Action Plan for the past 12 months with targets and actions for areas for development that were identified at the last COE Review. This report includes a summary of actions taken by the school to meet targets set for the COE elements.

- The school has recently taken over Abington Vale Pavilion Pre School which means successful transition of pupils to the main school. The Pre School delivers a broad curriculum under the strategic direction of the Abington Vale Leadership team.
- The new 'Inclusion Team' has been developed under the 'Inclusion Lead' who oversees the team. The Team address the needs of pupils including SEN, SEMH, EAL and PP. Discussions take place regarding the impact of the interventions on a regular basis.
- The Inclusion Team have clearly defined specific roles and work together to ensure interventions are effective so that pupils make progress.
- The website clearly advertises the outstanding 'Inclusion Practice' including website links for parents as well as the offer in school. There is a translation feature for those parents whose first language is not English.
- The school has developed a tracking system to record progress from EAL pupils' baseline along with an Induction Programme to support parents and pupils. This has been achieved by developing a dedicated SEN teaching assistant for EAL pupils to support their induction and progress.
- An 'Immersion Room' has been developed to encourage creative thinking. The room is based around the theme of a garden room and has been developed at Stirling. This can be shared by both Campuses until the Park space has been developed which could be an outside courtyard.
- 'My Concern' has been used effectively to monitor behaviour of the pupils at lunchtime on both Campuses. Analysis of the data resulted in staggering the lunchtime at the Stirling Campus which has resulted in a reduction in negative behaviour incidents.
- The school has developed their 'Inclusion Team' 'to deliver bespoke interventions. Pupils are measured from their baseline and progress is tracked. This has shown positive results in pupils improving in their academic ability and confidence in their learning leading to accelerated progress.
- The school works closely with the eight schools in the Academy Trust supporting and sharing ideas, training as well as moderation of standards within schools.
- The staff work collaboratively together across the school campuses to ensure marking and feedback is consistent across the school. The staff also work closely



together to plan and deliver an exciting innovative curriculum with a key focus on the differentiated needs of the pupils.

- Skill sets of the Governors are matched with certain key issues within the school such as Attendance, Teaching and Learning and Finance. The Governing Body take an active part in the School Development Plan. They are invited to take part in Learning Walks. These are accompanied by a written record. The feedback is evaluated and acted upon by the Head and Senior Leaders.
- The school celebrate different cultures including Diwali, Judaism and Sikh festivals as well as learning about different countries through 'World Week'. Links are continually sought with the Local Community.

### Commentary on the next 12 months and further recommendations

The School has developed a comprehensive Action Plan to address further developments from their evaluation of their targets.

#### To Develop Inclusion Further:-

- To further develop Inclusion by developing a Nurture Group for specific pupils using the Boxall profile to identify a need. This will run 3 mornings a week in the fully equipped room. The group will follow the 6 principles of Nurture.
- To improve attendance including PP pupils. Interventions will be put in place following the analysis of the end of year data from 2017-2018. Persistent absence will be monitored rigorously with interventions and support in place for parents.
- To improve those parents' timekeeping of pupils who are late to school through targeted interventions.
- Develop the EAL provision across the school through evaluating progress and analysing positive outcomes of specific interventions as well as an induction programme according to the needs of the EAL pupils. To support and develop teaching and assessment practice of staff across the school.
- To continue to monitor and evaluate the impact of interventions and ensuring CPD is effective so that staff are confident in delivering successful interventions to diminish the difference in progress between groups of pupils.
- To attend Cluster Group Meetings termly.

In addition to the above the Assessor suggests the following actions leading on from the Action Plan and discussion with the Senior Leaders.

- To use the House System for greater pupil affiliation. To encourage inclusion in other House activities other than just sporting events. Pupils with a variety of interests will be nurtured and feel valued.



## **IQM Centre of Excellence Review**



- To use the House system as a vehicle to improve attendance and persistent absence as well as the progress of the different cohorts of pupils.

**Assessor: Anne Spencer**

**Date of Review: 19<sup>th</sup> September 2018**