



Report on IQM Inclusive School Award



School Name: Pitmaston Primary School

School Address: Malvern Road, Worcester, WR2 4ZF

Head/Principal: Kate Wilcock

IQM Lead: Emily Cameron

Assessment Date: 27th April, 2022

Assessor: Jane Flynn

Sources of Evidence:

- School Evaluation of previous Action Plan as a Flagship School
- School website
- Tour of school
- Observation of intervention teaching

Meetings with:

- Headteacher
- Inclusion Co-ordinator/SENDCo
- Governor
- Educational Psychologist
- Mental Health Practitioners
- Reception Teaching Assistant and THRIVE Practitioner
- Year 6 Teaching Assistant and EAL Support
- Group of pupils with identified SEND
- Group of pupils working at Greater Depth
- Parents (Zoom)
- Senior Leadership Team



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Overall Evaluation

Pitmaston Primary School is a 3-form entry school with a governor led Pre-School on site. Pitmaston Primary School was judged to be 'Outstanding' across all measures at its last Ofsted Inspection in 2017.

The school's catchment area within Worcester is becoming increasingly socially diverse. In view of the strong reputation which Pitmaston has for supporting children with SEND, some parents of pupils with additional needs choose to send their children to Pitmaston Primary School. The school's cohort currently comprises 14% of children in receipt of 'Disadvantaged' funding, 10% identified as having SEND, including 12 children with EHCPs, and 9% of children for whom English is not their native language. 343 pupils are in receipt of Early Help at Pitmaston Primary with a total of 107 on the safeguarding register including 2 Children Looked After and 3 Children Previously Looked After.

The force for inclusion is the heartbeat of this school. There is huge investment in ensuring that children are 'fit to learn' and are all able to access teaching and learning at the highest possible level.

From my discussions with a range of stakeholders and observations of practice, it is clear that there is a deep understanding and shared values, approaches and strategies.

This is also reflected and embedded within the vibrant and attractive environment, which exudes pride and a love of learning. Displays are celebratory, informative, serve as resources for learning and are fluid in being frequently updated, as appropriate.

The school's values are manifested by children in their development and application of 'Pitmaston Powers.' Children are rewarded for progress and attainment, in demonstrating them in a wide variety of ways, both in the classroom and across the school. Care, respect and support for each other, children and adults, and the environment permeate the school.

Staff gather qualitative and quantitative data judiciously and use it forensically to target needs of all children and provide a variety of interventions.

Leadership has researched and developed a broad and deep 'toolbox' of teaching and learning strategies to meet the wide range of needs which exist within the school. These are carefully structured and implemented to enable children to access learning and to promote the highest possible standards. Impact is regularly measured and reviewed to refine practice.

ICT is carefully planned, organised and technically very well managed by school staff, via an SLA with a Network Service Provider, to be efficient and effective in both supporting and leading learning.

External agencies are engaged to supplement support and provide the required professional expertise when necessary. There is a mutual respect between external professional and school staff. Collaboration is strong and effective, involving swift implementation of comprehensive protocols ensuring children and families receive the best possible support, emotionally and academically.



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Conversations with children and parents confirmed that they feel very well supported and have every confidence in Pitmaston as a school to provide the best possible educational experience for them and their children. All had their individual stories to tell, and they reflected the sensitive, yet robust and rigorous approach which staff take to ensuring that all are included. The school is significantly over subscribed.

The commitment of the Leadership Team to inclusive practice is reflected in its close collaboration with governance and its willingness to be robustly challenged by educational practitioners and experts.

Pitmaston has strong structures in place which has enabled it to cope well with the challenges presented by the pandemic of the last 2 years. Consequently, staff have been able to respond flexibly and without delay, in addressing the mental health of children and 'lost learning.'

Having spent considerable time on successfully developing a rigorous protocol and appropriate pathways to support children with dyslexic tendencies, Senior Leaders are now implementing plans to become a 'Trauma Informed' school. This reflects a determination to continue to move forwards and evolve to meet ongoing challenges.

The energetic and enthusiastic Headteacher is surrounded by leaders and staff who are forward thinking and passionate about the wellbeing of the children in their care. Excellent practice is rooted in knowledge, whilst highly efficient and effective organisation reflects an ethos of 'if we're going to do something, let's strive to do it properly.' All stakeholders referenced strong teamwork as the engine driving ongoing improvement. Expectations are clear and it was very evident during my discussions that mutual support amongst staff is very strong. Pitmaston is a happy but not complacent school. This was reflected in parents stating that staff are always 'super supportive' in wanting to do more and act swiftly to assess children and give them the support they require.

Pitmaston staff currently participate in lead strategic groups within the city of Worcester, developing strategy and sharing excellent practice, across the local authority.

The school has worked with IQM since 2014, more recently as a Flagship School. The Headteacher has now taken the decision to pull back from the CoE/Flagship network as the school continues to evolve, although she is determined that inclusion will continue to be at the heart of Pitmaston's values and practice and would like to retain the Inclusion Quality Mark's Inclusive School Award.

As a consequence of my visit and experience of the excellent inclusive work at Pitmaston Primary School, I have no hesitation in recommending that Pitmaston be awarded the Inclusive School Award, with a view to being re-assessed in 3 years' time.

Assessor: Jane Flynn

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

Pitmaston's values are based upon the human values of respect for self, others, and the environment, rooted in British Values. These are broken down for children and taught as 22 different behaviours, which are explored over a 2-year cycle, ensuring that they are understood and embedded for all pupils. This is achieved via assemblies, displays, classroom practice, behaviour around school (described by Ofsted as 'impeccable') and relationships with peers and adults.

The value of maximum effort and the highest possible standards is promoted for children and staff, and this is visibly celebrated in classrooms and corridors of the school. Commitment to the value of diversity is promoted on every classroom door and the languages of children within each class are listed.

Leadership and Governance are very aware of the importance of progression in practicing inclusive values and seek the latest educational research and developments in order to refine, broaden and deepen provision at Pitmaston.

Next Steps:

- *Developments in becoming a Trauma Informed School are taking place, in order that the increased number of children experiencing significant SEMH issues in the wake of the pandemic can be supported.*



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Element 2 - Leadership and Management and Accountability

The Governing Body of Pitmaston is chaired by a Lead Ofsted Inspector and robust challenge is welcomed by the Senior Team. Discussions with the Governor revealed that he is extremely well informed about the pupil cohort and the school's inclusive practice. He frequently visits the school and SEND is a standing item on Governing Body agendas.

Leadership is passionately driven by a forward thinking and dynamic Headteacher, who has the respect of Governors, staff, and pupils, along with her Senior Team.

A strong teamwork ethos permeates the school and there are clear lines of distributed leadership to ensure that the academic, pastoral and wellbeing needs of pupils are addressed strategically and in the classroom. Principles of inclusion are clear, and policies and structures are in place to facilitate it in practice, involving teachers, support staff and external agencies. Expectations of all are high and these are supported by targeted training for all staff appropriate to their roles, understanding and sharing of strategies. This is underpinned with regard to staff wellbeing. Leadership has expanded provision for clinical supervision for identified members of staff, including the SLT, Safeguarding Leads, Inclusion Co-ordinator, PEMS (Personalised Emotional and Mental Health Support)/ THRIVE Practitioners, and Mental Health First Aiders. Furthermore, Leadership has provided Wellbeing Days for staff, some of whom are trained as Mental Health First Aiders. Some staff stated to me that one of the best things about the school, in which they are very happy to work, is the open-door policy which exists and the ongoing support of Senior Leadership. Opportunities are provided to embark upon career development pathways including continuing coaching secondments and Middle Leader training.

There is a commitment to building capacity through the development of staff and to using funding judiciously to support the learning of all students. Recently, the decision was taken to use additional Government 'Catch up' funding to employ an extra full-time member of staff. This has facilitated flexibility in targeting individual needs. Regular and careful review of data enables support to be highly personalised.

Members of the Senior Leadership Team individually work with professional groups across the city. The Headteacher chairs a Headteachers' Group, and the Deputy Head has started a Domestic Abuse Hub at Pitmaston, which serves the community.

The school was described to me as 'a very tight ship,' where staff, children and parents clearly feel secure, despite the stormy challenges of the last two years.

Next Steps:

- *Continue to plan and implement appropriate policies, structures, and training to operate effectively in addressing trauma needs.*



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Pitmaston follows the national curriculum and provides children with a broad educational experience, both academically and socially. No child is prevented from accessing any part of the curriculum offer as a result of financial need.

Children are assessed upon entry and are grouped according to literacy competence in Reception and Year 1. Phonics teaching is targeted to the stage of ability of pupils and this carefully organised approach has resulted in 95% of children being at Age Related Expectation at the point of Year 1 Phonics check.

Recognising the importance of literacy as a passport to further learning, Pitmaston has recently invested in developing a Dyslexia Support Pathway. The SENDCo has drawn upon the existing Worcester protocol and has further developed it in collaboration with an Educational Psychologist, as a bespoke version to suit Pitmaston. A clear protocol is in place ensuring that children's needs are identified as early as possible and appropriate interventions are implemented to both help pupils and ensure that support is provided in advance of an official diagnosis being required. Parents expressed their gratitude that staff are so proactive and fully explain the process and nature of support to them, whilst also making it clear that a diagnosis of dyslexia is not guaranteed and other strategies to improve literacy can be effective.

The school has implemented the NESSY programme, and all teachers and Teaching Assistants have been trained in Dyslexia Awareness. This has been further developed with specific training from the SENDCo in strategies and resources for all staff to use. As part of the THRIVE approach every child is assessed twice yearly, and data is used to identify who needs THRIVE intervention at that particular time. Action plans are created for individual children who then experience one to one and small group sessions on 'being,' 'doing' and 'thinking.' Children remain on the programme until they meet Age Related Criteria and are also retested in specific areas of need before they finish the programme. A parent described how this approach had helped her son who previously would not enter a classroom but is now content to join his peers, sitting in a classroom and accessing the full curriculum.

In addition to THRIVE, the school offers individual PEMS to those children in need. Investment in training and upskilling of staff has been integral to the ongoing success of PEMS. This has included Drawing and Talking Practice, CBT, Counselling, Children's Psychology at Level 5, and Children's Mental Health training, in addition to various internal CPD such as Autism and Dyslexia. Two specific practitioners work outside of class for 50% of the week to focus upon PEMS in addition to any support offered by the Educational Psychologist, who happened to be in school on the day of my visit, delivering a session to some Year 6 children who were particularly anxious about SATS.

A rigorous approach is adopted to identifying children who might not be wholly 'fit to learn,' exemplifying the school's commitment to removing as many barriers to pupils' learning as possible. Class teachers meet and greet children every day and any who they suspect are worried, upset or not ready to be in class are picked up by PEMS staff and taken to the THRIVE room for support. In addition, pupils can access a member of staff to talk to by posting a request in 'Let's Talk' boxes' which are situated around the school. Children can also record how they are feeling in terms of general wellbeing on a chart, in order that staff can monitor and respond accordingly.



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The Lunchtime Hub provides a space for vulnerable children to spend time, talk and engage with staff and peers.

Monthly meetings between PEMS staff, the Family Support Worker and Safeguarding Lead facilitate clear communication and collaboration to cross check interventions and their impact. The Educational Psychologist provides ongoing therapeutic and training support, as required.

Next Steps:

- *Continue to develop the use of NELI in EYFS.*
- *Possible intervention in Nursery.*



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Pitmaston is situated on a very attractive, green site which has been planned to maximise learning opportunities for pupils, catering for all needs. A 'Happiness Garden' is a space used at lunchtime and for 'time out' to talk with children experiencing some negative SEMH, whilst a hedgerow area serves as a form of Forest School resource, utilised by trained practitioners. Reception has its own outdoor area, facilitating outdoor learning, as well as access to the KS1 playground. Staff are trained to play with children and support independent play in the KS1 playground. The KS2 area is equipped for a range of play, exercise, and sporting activities, as well as a quiet area. A Sound System enables music to be played outside for children to sing and dance. The library, where members of SLT read with children every lunchtime, opens onto an outdoor area.

Science is taught in an impressive specialist, professional style laboratory. Discussions with some children confirmed that this is motivational in building interest and aspiration in achieving highly in scientific subjects.

A Computer Suite, set up and maintained by technicians, is used regularly by classes and the efficient support of technical experts maximises teaching and learning time available. Five sets of 30 iPad's are available, along with Kindles and Netbooks. These enable teachers to plan for personalised teaching, use of specialised programmes as interventions, as well as encouraging independent learning. Some children are allocated devices for use according to need. All classes have access to 'Digital Leaders' - pupils especially proficient in computer skills - who assist other children when they have operational difficulties, thus fostering responsibility, recognition of diversity, care and support of others, resilience, and independence, without necessary reference to a teacher.

A large hall with a traditional stage provides a space for performance and I witnessed a class of children enthusiastically rehearsing their assembly presentation.

Pitmaston's 'TATE' Gallery contains stunning artwork which is both informative and celebratory. The exhibition reflected themes from the local Worcestershire Community and had been developed in collaboration with a Commercial Artist.

The Learning Zones provide a teaching space where 10 children from every class who are working just below Age Related Expectations are taught by highly skilled teachers and leaders on a half termly or termly programme to enable them to reach and maintain ARE.

The Learning Den comprises spaces for smaller and more personal interventions to take place and there are plans for two new rooms to be built to accommodate the Family Support Worker and to provide another THRIVE room.

Visual timetables are displayed in all classrooms for children who find this means of communication more accessible and Widgit (formerly Communicate in Print) is used to provide prompts for equipment and routines around the school. The use of English, Maths and Science boards as learning resources was evident in all classrooms. From discussions with pupils, it was clear that children working at greater depth are stretched and challenged.



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Pedagogy, pastoral, and social support are carefully intertwined and underpinned with high quality resources to ensure that Pitmaston pupils have a positive and deep learning experience.

Next Steps:

- *Develop NELI support.*
- *Work with Nursery to introduce possible interventions.*



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Element 5 - Assessment

A strength of Pitmaston is the comprehensive approach taken to skillfully building upon learning baselines.

Assessments begin with information gleaned from home visits prior to children joining Reception. Subsequently, children are admitted to school gradually and assessed during their first week. This forms the basis of planning which is regularly reviewed in response to formative assessments regarding wellbeing, literacy, and numeracy. 'Forensic' analysis of children's skills and understanding is addressed with appropriate interventions throughout their time at Pitmaston.

The drive to achieve the very highest standards is underpinned by pride in everyone giving their best and the celebration of progress at all levels.

The latter part of every school year is spent in ensuring that all children are ready to access the curriculum of their next school year and that transition is smooth, easing anxieties and promoting pupils' confidence.

Children make excellent progress, and, despite the challenges caused by the pandemic of the last two years, Senior Leadership is hopeful that this year's SATS data will be positive and an accurate reflection of children's achievements.

Next Steps:

- *Assessment related to Trauma Informed Practice.*



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Pitmaston is a happy, vibrant school where children learn in an environment which stimulates and consolidates learning and positive behaviours. The atmosphere is calm, focussed, and upbeat, underpinned by a latent, controlled, and constructive energy.

All students are encouraged to take on responsibilities and opportunities to do so are tracked. 'Learning Detectives' looking to identify positivity, motivation, reflection, resilience, and independence in their peers. They ask key questions to elicit pupil voice regarding how they feel about these qualities and share the information with staff. Pupil Leaders organise and run charitable enterprises whilst Sports Captains communicate regarding teams and encourage participation etc.

Mental Health and Wellbeing Champions, alongside Anti-Bullying Ambassadors, visibly uphold and promote care for others and the importance of seeking support, when needed.

Achievement Cards and House Points are related not only to academic achievement but to demonstration of 'Pitmaston Powers' and living school values. The Golden Behaviour Award is awarded by the Headteacher who hosts the recipients and their parents for Afternoon Tea. 'Golden Children' are publicly celebrated on noticeboards and children consider it to be a very prestigious award to which they aspire, and it is something achievable by all pupils.

The children with whom I spoke were of mixed ages and abilities. They were able to describe the care which teachers take to enable them to progress and do their best. Some had accessed SEMH support and were able to explain how it had helped them.

Next Steps:

- *Link together Behaviour Support and Trauma Informed Approach.*



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Element 7 - Parents, Carers, Guardians

All parents with whom I met expressed how pleased they are with the approach of the school to the education of their children. Some stated that they had negative experiences in other schools but that their children were now thriving at Pitmaston. They were keen to tell me that the school caters for all 'types' of children and that staff use a range of strategies in order that children can engage and progress, whatever their barriers to learning might be.

One parent was willing to describe how she personally had been supported, alongside her child, during a particularly challenging time and stated that she feels that she can communicate with the staff who help her with strategies which she can employ as a mother. Another shared how she had been very well supported over a 7-year period as her son moved through the protocol and interventions required before receiving a formal diagnosis of dyslexia. All agreed that the staff 'go the extra mile,' are 'well organised' and 'super supportive' of children and parents.

Pitmaston fosters close relationships and partnerships working with parents from the point of a child being allocated a place at Pitmaston. Teaching Assistants attend parental meetings with teachers where appropriate, in order that there is clear understanding of need, and a fully collaborative approach is taken in the best interests of the child.

The school's commitment to continuing to deepen and broaden its inclusive practice and to further acknowledge and celebrate diversity is reflected in the establishment of a Parent Curriculum Diversity Group. Parents meet with the Curriculum Team and Equal Opportunities Co-ordinator to discuss curriculum issues with regard to cultural diversity. A focus of study has recently been changed in response to comments and information shared at one of these meetings.

Next Steps:

- *Firmly establish the Parent Curriculum Diversity Group.*



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Element 8 - Links with Local, Wider and Global Community

Pitmaston is oversubscribed and is highly regarded in the local community. Although links have been forcibly reduced during the pandemic, staff are rekindling cultural links and partnerships. Children are all accessing visits, clubs, and residential trips again and experience the range of learning opportunities available in the local and wider areas.

Staff work with a range of professional networks within the city and county and a strong link exists with Worcester University whereby Pitmaston staff advise on some of the curriculum content of its Initial Teacher Training Course.

Next Steps:

- *Continue to revisit and develop community links.*