



30th May 2017

Ms Nadine Carroll
Headteacher
Whitefield Primary School
Boundary Lane
Liverpool, L6 2HZ

Review Date: 17th May 2017

Summary

Whitefield's first responsibility as stated on their school website is, *"to provide a happy and safe environment which helps all our children to succeed and meet or exceed national expectations."*

This is evident in every nook and cranny of Whitefield through the staff's total commitment to making sure that the pupils are treated as individuals and all members of staff have high expectations of the pupils in their care. Courtesy, Care and Confidence are the three core values at Whitefield, being welcomed through the door, warmth and sincerity emanating from all! "Nothing but the Best" is the order of the day at Whitefield.

During discussions with Mrs Natalie Menagh she said that the school's ethos was a constant focus on 'you can do' stating that there are no barriers to learning. Staff are dedicated in their holistic and child centred approach showing that children are listened to, *"It's their school."*

The pupils are happy, full of confidence and they look after each other. On the day of the visit, Junior Librarians were reading to younger pupils during their lunch break sharing a cookie and a drink together. Pupil behaviour is exemplary and they are always polite and respectful. Pupils are confident talking about their school and show pride and enthusiasm in all aspects of their school life.

The pupils interviewed were confident in the knowledge that if they were worried about anything they could turn to any adult in their school. All pupils spoken to on the day of the review were extremely proud of their school and shared these comments with the assessor:

- *"We're the second-best school in the country!"*
- *Our school is fantastic, we have lots of activities and in Year 3 we had guitar lessons which I loved!*

- *It's fantastic! All of the adults support you and try to teach you the best they can and make us happy."*
- *"We have a nice library and read a lot of books."*
- *"We include people if they feel left out."*
- *"If you ever get stuck someone helps you."*
- *"The teachers try their hardest, the way they include you and help as much as they can."*
- *"We learn new things every day, teachers ask us if we are ok."*
- *"At first I didn't like using Lego but I do now."*

Attendance is a strong focus for the school. It has a very high profile to ensure pupils attend every day, phone calls and home visits are made, letters are posted through letterboxes if there isn't a response at the door. This has improved attendance so that it is well above average at Whitefield due to the high expectations of the school in this area.

There has been an upward rise in pupils attending Whitefield with English as an additional language. When pupils first arrive at Whitefield they "buddy up" with an English speaker. They receive support from the EMTAS service that provides Language Support Assistants for the first six weeks. The pupils use headphones as the LSA types the teacher's words into an iPad, rather than disturb others by speaking out loud during lessons. Big Cat books are used and EAL books are in every Book Corner in each class. An EAL Family group takes place every Thursday and a Family Cookery Club is planned for the near future.

Celebration happens every day and at every opportunity. On the day of the visit the school was informed that Mrs Claudia Cotton had achieved "Inspirational Manager of the Year," a national award for reading. The great news was also shared via the speaker system, Twitter and on Facebook.

100% attendance is also announced over the speaker system daily when all pupils have arrived in a class followed by excited cheering. Pupils' outstanding work is displayed alongside a photograph of each child, including a comment from the teacher and pupil, "My teacher thinks..." and "I think....".

At the school's Reception area is a display showing a variety of books including the phrase, "Read, Learn, Live" once again emphasising the importance of reading. Each week during assembly older pupils present "Book News", having been filmed recommending certain books, discussing them and acting out the story for the whole school. Awards are also presented to "Readers of the Week" demonstrating that reading is one of the many priorities at Whitefield.

Whitefield Primary School is a happy, motivating school led by a dedicated Headteacher and her team, where the warmth of the staff and pupils is obvious. Inclusion is an integral part of school life. All staff are committed to ensure that every pupil in their care matters and Whitefield is an absolute pleasure to visit! There is a whole school atmosphere of inclusion and aspiration for all, within a warm, caring, homely environment.

There is a climate of both challenge and support which is embraced by both staff and pupils. Inclusion is the responsibility of the whole school community and is ingrained in the ethos and culture of the school. The mottos of the school are displayed for all to see such as "Whitefield Reader, Life Achiever", "Attend every day, achieve in every way", "Nothing but the Best", "Courtesy, Care, Confidence", "Read, Learn, Live", to name but a few.

I cannot thank them enough for giving me the opportunity to visit their very special school. Thank You!

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school has already identified these in their plans for next year. I can recommend to the Inclusion Quality Mark (UK) LTD, that the school retain their Flagship status and be reviewed in twelve months' time.

Assessor: Lesley Morris

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Sources of data

- Tour of the School and outside environment.
- Observation of lessons and intervention therapies.
- Discussions with Headteacher, Head of School, Inclusion Manager, Attendance Officer, EAL Lead, Support staff.
- Discussion with pupils.
- School Website.
- Previous Ofsted Report (2013).

Commentary

Element 1 - The Inclusion Values and Practice of the School

Mrs Nadine Carroll, Headteacher is now an Executive Headteacher for both Whitefield and Faith Primary School. Using Whitefield's model of excellent inclusive practice, staff at Faith Primary school are benefitting from the established, strong leadership of Whitefield, who are sharing their exemplary practice to help enhance Faith Primary school. Mrs Nadine Carroll sees Whitefield as an outward looking school and a transparent school willing to share best practice and ready to adapt any new ideas or approaches.

Mrs Menagh is available to other schools to offer training and as part of School Improvement Liverpool.

Mrs Menagh has successfully trained to become an IQM Assessor and has given a short presentation at an Inclusion Conference for Heads Network. Vibrant WOW displays outside each classroom reflect each class' current study area. This is consistent across the school. Displays extend to resources, books on the topic studied, artefacts and key words. Each display was breath-taking, such care had been taken and showcased the pride that is so evident at Whitefield Primary School.

Lego Therapy is now embedded throughout Whitefield and is part of the termly provision map for specific pupils. An After-School Lego Club has been set up and 35 pupils have benefitted from this intervention so far, following the school's success in gaining funding from a National Lottery Grant. Several schools have visited to observe this intervention and Mrs. Natalie Menagh has trained three other schools, so that staff are able to deliver Lego Therapy themselves in their own settings. The school recently accepted the Award for Innovation in Education from Educate magazine in November 2016 for their delivery of therapeutic interventions including Lego Therapy and Yoga.

Many other interventions take place daily, including Music Therapy, Seasons for Growth, Think Yourself Great and Forest School. Yoga and Talk Boost were seen on the

day of the visit. Yoga consisted of a small group of children meditating, stretching and relaxing in a dimmed room. This included incense sticks and relaxing music. Talk Boost involved a group of children with English as an additional language and consisted of using talk to aid social communication skills. Approaches such as telling stories, having conversations, learning vocabulary, building sentences and using musical instruments to help with listening to improve pupils' self-confidence and self-esteem. Both interventions showed the quality of inclusive practice in its entirety at Whitefield Primary School.

Two first year PhD Educational Psychology students have attended Whitefield to observe, deliver and evaluate Lego Therapy taking place. They plan to assess the efficacy of the intervention and publish the outcomes as part of their thesis in the next academic year.

Areas for development:-

- To move away from the use of Personalised Learning Plans to Pupil Passports/one page Pupil Profiles.
- To work collaboratively with PhD Educational Psychology students to assess the efficacy of the LEGO therapy intervention for pupils with social communication difficulties.
- To continue to share and transfer inclusive practice into Faith Primary School.

Element 2 - The Learning Environment, Resources and ICT

Following “Drawing and Talking” intervention therapy training in April, this intervention is ready to commence throughout the school and will be delivered by Miss Cunliffe. Miss Cunliffe has also had recent training this year in Bereavement Counselling, Drawing and Talking, Yoga/Mindfulness. She delivered a Yoga session on the day of the visit. Pupils are selected based on posture, recent trauma, child protection and concerns regarding emotions. Yoga was of great benefit to the pupils seen on the day, the session which they completed alongside Lily, the school dog. An invaluable resource who helps the children so much Lily is a calming presence and the pupils speak about her as if she is a person, reading to her, involving her in school life, in the interventions that take place and this was both moving and inspiring to see.

Mrs Natalie Menagh has gained her qualification as a specialist Dyslexia practitioner and now has AMBDA status enabling her to diagnose dyslexia.

The school uses the Seesaw website to share pupils' progress with parents in an inclusive way. Parents fully support and value this opportunity to view their child's life in school.

Additional support for pupils with Special Educational Needs and Disability regarding improved e-safety awareness is in place. Every classroom has a display showing posters and advice on e-safety and keeping safe portrayed as a large notice board and this is consistent across the school.

Books and resources have been purchased to reflect family differences including Stonewall posters displayed throughout school. The Care and Confidence Room is used as a space for interventions such as Lego Therapy. It is an area of calm that embraces you on walking through the door with its well thought out decoration, that is conducive to children with learning difficulties.

Twitter is a popular way of communicating with parents and the school has over 5,000 users extending to a network of authors, Council members and other important figures in the media. Twitter for Whitefield has become a platform for strategic partnerships and has attracted funding for the school. The School's Apple phone is used to take photographs and uploaded instantly to Twitter.

Areas for development

- Mrs Natalie Menagh is attending a Conference in London in June on Social Thinking. This develops the social communication skills of pupils with a range of Special Educational Needs or other difficulties that may impact on social skills.
- Resources will be purchased for the Social Thinking programme once Mrs Menagh has attended the conference in June.

Element 3 - Learner Attitudes, Values and Personal Development

Whitefield has recently achieved the Place of Sanctuary award in recognition of their work supporting parents who speak English as an additional language.

Mrs Menagh, Mrs Wright and Mrs Carroll work with and support other schools sharing the excellent practice of Whitefield.

Mrs Menagh has recently completed her training as an IQM Assessor of which she is particularly proud, she will be an asset in sharing her experiences with other schools.

Element 4 - Learner Progress and Impact on Learning

PIVATS 5 has been rolled out across the school which is in line with the national recommendations of the Rochford Review. This tracking of progress will support other sources of data such as pupil questionnaires, standardised scores, case studies, impact of intervention therapies and SDQs. Whitefield continues to enhance the use of the provision map website with staff to ensure best practice in monitoring and evaluating pupils' progress.

Edukey online is used to communicate with staff and as a resource for provision mapping and monitoring of interventions.

The move from the use of personalised learning plans to using pupil passports is planned for the end of this academic year, using a pupil centred planning approach across the school. Pupils will be heavily involved alongside their parents and members of staff.

Talk Boost intervention support for pupils who require a boost in their language skills has commenced in Lower Key Stage 2. It is already a great success in Nursery with Early Talk, where all pupils participate and it is now embedded in Key Stage 1. As a result, this programme has boosted speech and language skills and has been particularly effective with children where English is an additional language. The programme lasts for eight weeks and some pupils have improved their reading by eighteen months in that time. Wow!

Element 5 - Learning and Teaching (Monitoring)

Staff training on PDA/ASD is in the process of being carried out to extend training for all members of staff.

A complete cycle of monitoring the effectiveness of interventions in school has been completed. These interventions are having a huge impact on teaching and learning.

Support staff complete a learning journal consisting of photographs and pupils' work to show progress to both staff and parents. It is a personalised record of the huge progress made by children who receive targeted support. Pupil progress meetings take place and provide time for support staff to review provision as a group.

Job descriptions for Teaching Assistants in one-to-one support roles are utilised as evidence to help support applications for high needs funding.

Areas for development:-

- Following the Social Thinking Conference, Mrs Menagh plans to adapt the school's Behaviour Policy to reflect self-regulation strategies using the social thinking approach.

Element 6 - Parents, Carers and Guardians

Parents are involved in creating new one page pupil profiles using a pupil-centred planning approach which Mrs Menagh is leading on.

Close, positive relationships continue to exist between the school and parents.

The Seesaw website has 249 parents connected, 3,794 comments and 10,572 likes. The total parent visits stand at 9,716 showing evidence of the success of this resource.

Areas for development:-

- To research into ways of involving parents in using a Provision map website enabling them to see their child's passport and provision in school. This will commence with a Pilot programme initially.

Element 7- Governing Body and Management: - External Accountability/Support

Mrs Nadine Carroll is now an Executive Headteacher looking after two schools, Whitefield and Faith Primary School. She sees her role as extending the hand of inclusivity, while reaching out to and sharing the established success of Whitefield. This is also enhanced by Mrs Wright, Head of School and Mrs Menagh, Inclusion Manager sharing their experiences and excellent practice to address any needs using Whitefield's model.

Element 8 - The School in the Community – How this supports Inclusion

Mrs Menagh, Inclusion Manager has written a scheme for the multi-sensory and cognitive handwriting programme and has carried out research in conjunction with the educational psychologist which will further raise the profile of Whitefield Primary School in the community and promote it as a beacon of inclusivity.

Assessor: Lesley Morris

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