

6th March 2018



Ms Cathy Leicester
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Centre of Excellence Review Date 20th Feb 2018

Summary

At Dorothy Barley Junior Academy 45% of primary pupils are eligible for the Deprivation Pupil Premium. The school has a 12 place Additional Resource Provision (ARP) called the Learning Centre which serves Moderate Learning Difficulties. 2% of pupils are currently receiving top-up funding, 13% have Special Educational Needs and 54% of pupils have English as a first language. There are 42 languages other than English spoken by the children at the school. In May 2018 Ofsted judged the school to be 'Good' with all aspects of the school's work good and improving.

The school achieved the Inclusion Quality Mark in February 2017. During that assessment the school was judged to demonstrate outstanding inclusive practices. It was recognised at this assessment that the leadership of the Headteacher and the SLT ensures that all children are fully supported to achieve their full potential and they set the framework in which all the work in the school takes place. Children are valued as individuals within a caring atmosphere and there is a celebration of the cultures of all the school's pupils in order that they feel understood. Teachers and TAs know their pupils well and have an excellent rapport with their children. The role of the additional adults in supporting learning and supporting individual children cannot be underestimated. There is a consistent approach to behaviour management which is understood by everyone through the seven school learning values and golden rules. The learning values of honesty, love, kindness, determination, tolerance and respect are reinforced on a regular basis through assemblies, class discussion and informal reminders. The excellent behaviour, attitudes and work ethic of the children in both formal and informal settings enhance the learning that children can access in all subjects.

A three-weekly monitoring cycle had resulted in rapid improvements over the previous two years and as a result there is a consistency in approach which is exceptional. The school made every effort to improve attainment in maths, reading and writing, but there is also a strong emphasis on a broad and balanced curriculum with subjects such as sport, music and art having a high profile. It was also recognised that the Governing Body supports and challenges the leadership team effectively. The Ofsted inspection in May 2017 endorsed all these findings and found only two areas in which the school should improve.

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One was to improve the quality of teaching yet further and the other to extend opportunities for pupils' cultural development so that they gain a deeper understanding of cultural affairs and the different major faiths in the UK. In its action plan for 2018/2019 the school has addressed both areas for development thoroughly to ensure that progress in all areas continues to be rapid.

Having discussed the progress made since the IQM assessment and the school's plans for the future I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in one year's time.

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.

Assessor: Roger Leeke

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:-

Evidence for the assessment was gathered from a variety of sources. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the days of assessment were carried out with governors, the Inclusion Coordinator, the SENCo, the Headteacher and Deputy Headteacher, pupils and informally with support staff. A tour of the school, informal observations and lunch with the children also informed the evidence base. An evaluation of the progress and impact of IQM Action Plans and documentary scrutiny informed the assessment. The school has a thorough action plan for the coming year and has accounted for all the actions undertaken since the original IQM assessment.

In its IQM assessment, the following areas for development were identified:-

- To ensure that the CPD for TAs mirrors that of teachers in terms of monitoring, evaluation, team teaching and coaching.
- To work more closely with Riverside Special School to take advantage of resources which might be beneficial in the ARP.
- To formalise the new pupil buddy system.
- To translate the 'Welcome to DBJA' booklet into the main languages spoken by families in the school.
- To continue to improve progress and attainment subjects across the school in the core.
- To continue to raise the focus of the foundation subjects in terms of assessment and progress.
- To refine the assessment of the foundation subjects to ensure it is fit for purpose and provides next steps for further curriculum improvements in order that the expectations in the foundation subjects are as high as those in the core subjects.
- To continue to embed White Rose Maths to support learning and progress in maths.
- To continue to review the teaching and learning at the school to ensure good outcomes for children.
- To continue with the establishment of Parent Partners.
- To continue to find ways to engage hard to reach parents.
- To ensure that governors are familiar with the recommendations of the Rochford Review.

- To ensure that governor visits focus on the ARP and the integration of children into the mainstream of the school.
- To continue to investigate ways in which:
 - a) The school is more involved in local community activities.
 - b) How the local community can be more regularly welcomed into school.
- To continue to develop links with the new Headteacher of the Infant School to benefit children transferring into Y3.

Progress with targets:-

Since the original IQM Assessment the following actions have been taken:

- Discussions with TAs demonstrate that TAs have been empowered further by the TA observation cycle and peer observations. They feel that they are working at a high level and they enjoy the wellbeing opportunities that they have been afforded. Their CPD continues to be of high quality and they feel that they have a strong impact on learning. The Edge Hill University Course that has been followed by the school to further develop TA involvement in the learning process has been particularly effective.
- Unfortunately, Riverside Special School has not been forthcoming in providing resources, so this has been abandoned as a possibility. However, REAch2 has provided a cluster group for SENCos which shares good practice. The school has become a REAch2 Knowledge Centre. In addition, the school is working more closely with the LA to take advantage of resources that are available to them. The school is promoting IQM practices through the Knowledge Centre and through the North Central Headteacher Team at the regional meeting.
- The buddy system has been formalised. The pupils were able to articulate the benefits of the system and a flowchart has been drawn up for new pupils.
- The welcome booklet is ready to go to press, but the school needs now to find a publisher who will translate the book into the wide variety of languages that exist in the school.
- The 'Good' Ofsted report of May 2017 recognised the rapid progress that children had made in their core subjects. Reading, Writing and Maths combined was up 10% this last year compared to the previous year. The school is predicting a rise to 60% in the combined subjects for 2018. The recent REAch2 involvement in the analysis of pupil attainment and progress has been welcomed.
- The foundation subjects have a much higher profile since the recent initiatives. The use of 'O' Track has refined the assessment and this, together with a new curriculum lead for foundation subjects and dedicated meeting time for moderation and planning, has improved practice. The themed assemblies led by children, with

visitors such as the police contributing from the local community, has improved children's understanding of the foundation subjects. The setting up of the Learning Council involving children in their own learning is an innovative concept which is planned for this coming year.

- White Rose Maths resources and maths mastery have been successful in moving maths forward. Two teachers have attended maths mastery training and this knowledge is being cascaded to the rest of the staff. Excellent displays such as Maths at the Movies and Greater Depth highlighted the work that has been carried out in this area. Lesson observations also demonstrated the ways in which children were encouraged to 'grapple' with numbers and share strategies.
- Since the Ofsted Inspection the SLT has 'tweaked' its monitoring cycle to be a little less demanding. The previous cycle served its purpose and now the emphasis has been shifted to allow more time to work on individual areas for development. There is still a three-weekly cycle and a continuation of Whispering in the Ear Coaching and peer support, but with more time to work on developmental work with teachers. More challenge has been observed in lessons in the recent round of observations and book scrutinies.
- One Parent Partner was in place by the assessment. Adaptations had been made to key documents to make them parent friendly including the Code of Conduct. This will remain a target for the coming year. The school has also begun work with Local Authority on a Community Cohesion project involving the police and being driven by the LA to engage hard to reach parents and the community at large. This should be an exciting development for the coming year.
- The Rochford Review has still not been published but will be a focus for the spring term. Thereafter the governors will receive a presentation on its implications. The governors have visited the ARP in the past, but it is intended that a more focused visit by the SEND governor will take place in March.
- The school continues to find ways to involve the local community in the life of the school. Aspiration week was very successful, a display focuses on the different professions that attended. Educational Psychologists, hairdressers and the police were just some of the professions talking about their work. The school has good links with businesses and with the elderly. Children opened the new Co-op store and continued with their links to elderly home, the Ted Ball Hall. An action plan looking at ways in which the local community can be encouraged to use the facilities is to be produced. The school gained the Young Carers Award last year and leaders generally are looking at ways to be more involved with local community life. The Community Cohesion Project should help in this regard.
- Relationships with the Infant School have improved with better transition events planned and joint observations by teachers across both schools in the near future.

Developments for the future:-

- Whole school training in Visible Learning and other relevant CPD.
- Refine record keeping devising a whole school 'vulnerability register' to track children with one or more vulnerability.
- Use external links to enhance inclusive practice – attend relevant cluster meetings including IQM and REAch2 cluster meetings.
- Review the ICT curriculum and include the use of LYFTA (Finnish education initiative) – integrate LYFTA and Global Learning across the school.
- ARP curriculum & resourcing- the refurbishment of the ARP through bids.
- Development of the outdoor area providing a dedicated outdoor area for the ARP.
- Further develop Restorative Practice across the school to support SEMH provision and children with additional needs.
- Ensure the CPD programme across the school supports:
 - a) More children reaching age related expectations in the core subjects and in combined reading, writing and maths.
 - b) More children reaching greater depth and the higher levels.
- Review the implications of the Rochford Review and the implications for the school's assessment, target setting and tracking systems.
- Embed the Visible Learning principles across the school.
- Review the wider curriculum provision including quality marks, assessment procedures, tracking, monitoring and evaluation.
- Ensure communication with parents regarding their child's learning, progress and behaviour for learning is effective and regularly reviewed.
- To continue with the establishment of Parent Partners.
- To continue to find ways to engage hard to reach parents including consulting with IQM cluster representatives to see how they have developed parental engagement.
- Ensure the local community expertise and resources are used to the advantage of pupils.



Centre of Excellence Assessment

- Ensure the Governing Body is committed to the Inclusion ethos of the school and related policies through:
 - a) Governor visits and securing sound knowledge of inclusive practice.
 - b) Ensure there are systems to evaluate the effectiveness of the Governing Body and the management of the school in inclusive practice.

Future developments for the coming year:-

- The remit of the Learning Council and the children's impact on their own learning.
- The development of Visible Learning on children's attitudes.
- The promoting of IQM practices through the Knowledge Centre.
- The embedding of the foundation subject assessment and the embedding of maths mastery across the school.
- The new monitoring cycle which will free up leaders and teachers to focus on new areas such as spirituality without compromising the focus on data in the core subjects.
- The Community Cohesion Project in association with the LA will hopefully integrate harder to reach adults into school life.
- The focus on aspirations and being an individual provides children with opportunities to look beyond their present circumstances.
- The further development of an outside environment for the ARP, a hygiene room and a sensory room will be exciting projects.
- Collaboration with the Infant School will benefit staff, children and parents.

Assessor: Roger Leeke