

20<sup>th</sup> March 2019



Ms Cathy Leicester  
Headteacher  
Dorothy Barley Junior Academy  
Ivinghoe Road  
Dagenham  
RM8 2NB

**COE Review Date: 27<sup>th</sup> February 2019**

## **Summary**

Dorothy Barley Junior Academy is a larger than average primary school situated in the Borough of Barking and Dagenham. It forms part of the Reach2 Academy Trust. There are currently 405 children on roll, with an Additional resourced Provision that has places for 12 children with moderate learning difficulties.

This school is a very inclusive environment which one year three people described as “a place where teachers are very good at teaching and make lessons interesting and fun.” The pupils are very proud of their learning council as well as their school council. They are very clear about the difference and are able to describe the effect their input has had on the Curriculum as well as their contribution to decisions about how behaviour should be addressed in the school. Representatives from the children from the Additional Resource Provision take their place on the learning council, making it truly inclusive.

This sense of working together was evidenced in the latest Ofsted report- May 2017. The report states “pupils have positive attitudes to learning. They behave well, work hard and are keen to succeed. Pupils get on well and respect each other in this diverse and harmonious community”.

In May 2018, the school gained the SMSC ( Spiritual, Moral, Social and Cultural ) award. Feedback was excellent with the assessor stating:

“The school is constantly trying to find new ways to celebrate the rich cultural diversity of the children who attend DB and the community they live in.”

The school has several young carers in the school population and they are provided with a detailed support programme. There is a school representative who speaks to them in 1:1 sessions. The staff run drop-in sessions. Special assemblies have been held and fundraising has taken place for young carers so they can go out for the day as respite. One of the Governors has specific responsibility for the education of the Young Carers.

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The promotion and support towards positive mental health outcomes is a strength of the school. Dorothy Barley Junior Academy has a school counsellor who is employed directly by the school. Currently 8 children and two parents access her services across the two days. There are two members of staff who receive regular sessions and the counsellor offers reflective practice for teachers to drop in. The school is vigilant about making sure all children feel safe and secure in the setting, a good example of this is the touchpoint system used by the school. If a child is upset or not feeling safe, they know to go to the pupil welfare room. If the problem is serious, they check in with a named person twice a day; the login is linked to the time and nature of their issues. The pupils have the option to write in a book if they don't want to talk- a feelings book, checked by staff during the day. This is personalised to each child and is a strong marker of the inclusive nature of the school.

The school held their first Children's mental health week at the beginning of February 2019, promoting the sense of healthy body and healthy mind to the children.

This is the second year that the Thrive scheme has been in place and it is proving to be very successful with positive comments from children and their parents.

A trainee from the Teach First scheme spoke about how inclusive the school is and how the children really have a voice. She feels very well supported within the school and feels very lucky to be at Dorothy Barley Junior Academy.

Engagement with other cluster groups is good and the school is very proactive in supporting other schools through different cluster arrangements relevant to their setting.

I recommend that the school retains the Centre of Excellence status. This means that the school will be subject to annual review.

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



## Sources of data:-

Discussions were held with the following people:

- Headteacher
- Pupil Welfare Officer
- Learning Mentor
- A trainee teacher on the Teach first scheme
- Pupils from the Learning Council (15 children from all year groups)
- Two members of the Governing Body
- Deputy Head Teacher
  
- A learning walk took place to year 3,4 and 5 classes as well as a visit to the Additional Resource provision (ARP).
  
- The IQM assessor also observed a music assembly for children in years 3,4 and 5 and had lunch with a group of children.
  
- A range of documentation was also scrutinised.

## Last year, the following areas for development were identified:-

- Deliver whole school training in Visible Learning & relevant CPD.
- Refine record keeping to devise whole school 'vulnerability register' to track children with one or more vulnerability.
- Use external links to enhance inclusive practice.
- Review of the ICT curriculum and include the use of LYFTA ( a new software package.)
- ARP curriculum & resourcing- can now bid for a refurb- Spring into Summer 2018, Workstations, sensory areas.
- Development of the outdoor area (with a dedicated ARP area.)
- Further develop Restorative Practice across the school to support SEMH provision and children with additional needs.
- Ensure the CPD programme across the school supports:
  - More children reaching ARE in core subjects and in combined.
  - More children reaching GD/HS.
- Review implications of Rochford review for school's assessment, target setting and tracking systems.



- Embed Visible Learning principles across the school.
- Review 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 to find ways to engage hard to reach parents.
- Ensure the Governing Body is committed to the Inclusion ethos of the school and related policies through:
  - Governor visits and securing sound knowledge of inclusive practice.
  - There are systems to evaluate the effectiveness of the Governing Body and management of the school in inclusive practice.
  - Ensure the local community expertise and resources are used to the advantage of pupils.

### Progress with targets

#### The following actions have been taken:-

- Although the Academy Trust as a whole dropped the Visible Learning approach, the school retained the Learning Pit and 1-4 self-assessment from the scheme. Training was delivered to all staff as well as guidance about the systems given to the pupils. The two systems are understood well by all the pupils and were mentioned spontaneously by the pupils in the Learning Council.
- The Academy Trust has now advised the school to use the CPOMS ( a safeguarding and child protection software programme for schools) to track vulnerability and the school have started the process.
- The school have attended two IQM cluster meetings this year. They are involved in a range of cluster meetings such as the Reach2 SENCO Cluster, the Reach2 Safeguarding Cluster as well as Local Authority SENCO and additional resource provision cluster meetings, where they are able to comment about their own good practice and share good practice from other settings. School have started a link with the new MLD cluster group to look at the Additional Resource Provision curriculum. They are working on the new Curriculum.
- There has been an upgrade of the whole ICT hardware system in the school. LYTFa is now built into the school curriculum. The school reviewed the ICT Curriculum and now a new ICT lead is in place. The lead has met with the ICT support from the Local Authority.



- The school have introduced a new Spiritual and Cultural week. Parents were invited into the school with a focus on the different countries that are represented by the pupils. Cultural dress was worn and interactive assemblies took place. This was popular with parents.
- Unfortunately, the school were unsuccessful with their bids for funding to develop the outdoor area, with a dedicated area for children from the Additional Resource Provision. The Local Authority also turned down the funding, so the school continue to search for financial backing to undertake the project. The LA funded a hygiene room which was needed.
- The school have worked hard on further developing Restorative Practice and the mental health agenda as a whole. Parents have taken part in Restorative Justice conferences when appropriate. The learning mentor attended a YMHFA course with a view to disseminating the information which was held in January 2019. The school have started a Mindfulness in School Project and the Headteacher has accessed a 6-day Mindfulness course which has been very beneficial to the school.
- The school and Academy Trust continue to offer a varied and relevant CPD programme to all staff. The success of this is evident in the progress that is made by all pupils, particularly the children working at Greater Depth.
- There has still been no advice from the LA or the Reach2 Trust so that is in abeyance until the school get more information on how to proceed. Work has started at an early stage with the Local Authority on a Life Skills curriculum for the Additional Resource Provision.
- Since the last IQM visit, the school has achieved the SMSC Quality mark and are working on the Arts Mark. The school are also applying to begin the Healthy Schools Award.
- The school has 2 new Curriculum leads in place. A new assessment system is being developed and will be trialled shortly. The school is now part of the Reach2 Good to Great pilot for this academic year.
- The online survey and questionnaires completed by parents show that the parents hold the school in very high regard with 100% of them saying that they strongly agree that their child makes good progress at the school. 100% also say that they would recommend this school to another parent. The school is very accommodating to parents, having an open-door policy, holding parental engagement activities and running ESOL classes for parents who want to improve their competence in English. The school holds regular open mornings throughout the year where parents can visit classes.
- Governors play a very effective role in the school. A new initiative this year has been the introduction of a Governors' Day as part of Maths and Science week. Governors have accompanied school trips and also met with the school council. Staff have done



Curriculum presentations to the Governing Body. The SEND Governor has recently visited the Additional Resource Provision and discussed whole school SEND issues. The Headteacher's report to Governors includes a section on Inclusion/ SEND/ARP and CP.

- The school has shared the good practice and supported a SENCO at another Reach2 school to achieve the Inclusion Quality Mark. They continue to share links with the Borough through sporting events. The school has started to form links with a local Secondary school as part of their Aspirations project.

### Developments for the Future:-

- To develop and enhance whole school practice through engagement with the Good to Great pilot ( including QTLA, ELM).
- To further develop and enhance SEMH, restorative and reflective practice by engagement with Mindfulness/YMHFA/Thrive.
- To develop and enhance the SMSC curriculum of the school including community and Governor involvement/ Pupil Voice.
- To continue to review the ARP curriculum in line with advice from the Local Authority and specialists.

**Assessor: Julia Ridley**

**Date of Review: 27<sup>th</sup> February 2019**