



4th January 2020

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

Date of Review: 12th December 2019

Summary

Dorothy Barley continues to be an inclusive school where all children's skills and abilities are valued. The school has just gained the Eco School Award (Bronze) and Eco warriors form part of the school council.

Children report that they like school. At the learning council meeting, one year 5 boy said, *"My teacher is very hardworking. If someone is sad, she thinks of something funny to make them feel better. Our teachers try to make learning as fun as they can."*

The school is undertaking a period of change at the moment as the profile of the pupils in the Additional Resource Provision changes from MLD to SLD. The school is working hard to adapt the current curriculum to meet everyone's needs. An extensive training programme has been undertaken by members of staff such as Thrive training, Restorative Justice and Mindfulness to ensure that all children feel safe and secure within the school setting. The first results from the Thrive initiative are showing that the first cohort of pupils make good progress.

Reading has got more of a focus this year in the new Curriculum. The Destination Reader approach is proving very successful and is enjoyed by the pupils.

The pupils spoke about the wide range of after school clubs that are open to everyone. They particularly enjoy multi-sports club, art club and board and games club from the clubs on offer. Breakfast club is well-attended.

The children at the learning council meeting were polite and friendly. They were enthusiastic when talking about the Value-based learning assemblies and how the theme for this half term is Kindness. A year 5 boy asked for the IQM assessor to visit his class as he was presenting the in-class assembly about improving the playground. He was confident and keen to get everyone's views.

Award Offices

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Curriculum displays are displayed in the corridors with 3D examples linked to books and also a display about the Titanic. An anti-bullying display board shows children which members of staff to approach if they do not feel safe.

Governors are very involved in the life of the school. They were full of praise about the Governor day that had been organised by the children from the Learning Council. The Governors hold the school to account and have a deep understanding of the school's strengths and the next steps needed.

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 is aware of these. I recommend that the school be awarded the Mark and be reviewed in 12 months' time.

I endorse the school's application in applying for IQM Flagship School status and look forward to reading the developments in their Action Plan in 12 months' time. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor: Julia Ridley

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

During the assessment visit, meetings were held with:-

- The Headteacher.
- The Deputy Headteacher.
- Members of the Inclusion team: namely the Behaviour and Attitudes Lead and Pupil Welfare and Deputy DSL.
- The learning council – 15 pupils in total (three-year 3s, four-year 4s, four-year 5s and four-year 6s).
- 2 Governors.

The IQM assessor also took part in a lesson drop-in and learning walk and visited the playground at lunch time.

At last year's Centre of Excellence assessment, the following targets were identified:-

1. Develop and enhance whole school practice through engagement with the Good to Great Pilot (including QTLA, ELM).
2. Develop and enhance SEMH, restorative and reflective practice by engagement with Mindfulness/YMHFA/THRIVE.
3. Develop and enhance the SMSC curriculum of the school including community and Governor involvement/Pupil Voice.
4. Continue to review the ARP curriculum in line with advice from the LA and specialists.

Progress with Targets

1. The Good to Great Pilot training session was attended by the Headteacher with key aspects of the programme disseminated to SLT and staff where appropriate. Training on how to review the Curriculum has been started with the whole staff and a whole school (plus ARP) curriculum review is underway.
2. The target to develop and enhance the SEMH provision has been successful. Children took part in a Mental Health week. Relevant staff took part in a Reach2 Mindfulness Conference and disseminated what they had learnt to the school staff. Some staff have been trained in becoming Mental Health Champions as part of the School Leaders' programme and intend to implement some strategies when training is complete.

Initial whole school training took place around Restorative Justice and Youth Resilience followed by two members of the Inclusion team doing additional training from a specialist company. A training session, to be delivered by CAMHS, is booked for December around the themes of de-escalation and behaviour support training.

The school now has two trained Thrive practitioners.



3. The school has introduced the new Votes for Schools initiative which is now in place and part of school practice. The school and learning councils have been developed and last year the learning council led on parent workshops.

An ex-pupil from the local Secondary school came to talk to pupils during Aspirations Week.

Work with 11b411 initiatives (10 good deeds in 10 days etc)- has continued with a new plan being put in place.

This target has not been as successful as it could have been due to factors outside the school's control. A new adviser for Inclusion for the Local Authority has recently taken up their post in 2019-2020 and an initial visit and planning session took place in October 2019.

ARP network meetings/clusters with focus on revising the curriculum took place but not overseen by the LA so limited impact to the school. New resources have been bought to suit the new curriculum.

The school was successful in securing a bid for a new hygiene room from the LA. Unfortunately, no other bids were successful. The school had budgeted for a sensory room this year but the Trust has said the investment reserves must be used to support Y6 so the sensory room has been put on hold.

The SENCO has had the opportunity to make visits to other settings through the IQM cluster group meetings.

Attendance at IQM Cluster Meetings

The school attended 2 IQM meetings during the year which were found to be beneficial. Following from the cluster meetings, the school spread the Thrive approach throughout the school and it is working well. The school is rewriting PSHE and all curriculum areas according to new Ofsted framework. A whole-school focus on reading to improve vocabulary and outcomes is underway.

Developments for the future (Flagship Project)

Ensure teaching in the ARP meets the increasingly complex needs of the children and new arrivals (Life Skills curriculum).

Ensure ARP integration is meaningful and appropriate supporting whole school inclusive practices.

Ensure there is a consistent whole school approach to the development of character including resilience, confidence and independence. Ensure that the curriculum fosters an interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues. Use Votes for Schools and embed further.



Ensure the curriculum enables pupils to:-

- Develop their understanding of BVs - democracy, the rule of law, individual liberty, tolerance and respect.
- Develop understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others.
- Develop an understanding and appreciation of the range of different cultures in the school and further afield.
- Develop their ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities.
- Develop the skills to respond positively to artistic, musical, sporting and cultural opportunities.

Focus on the question: What does *cultural capital* mean for the children at DBJA?

Leaders to undertake a review of the whole school curriculum to ensure it supports:-

- Essential knowledge.
- Sequencing.
- Progression.
- Vocabulary (including a focus on oracy).
- Safeguarding.
- Revisiting.
- Equalities and protected characteristics.
- Other initiatives e.g. mental health, mindfulness, resilience, personal development.
- A focus on cultural capital (NC content and the essential knowledge children need to be educated citizens).
- Cross curricular links.

Monitor curriculum and subject leader action plans/provision to ensure they support subject development using the above as guidance.

Continue to develop the capacity and expertise of Middle Leaders to take greater responsibility for leading on inclusive curriculum development and implementation.

Recommendations

I recommend that the school gain Flagship status as they have achieved all the criteria needed. This will be subject to an annual review of progress towards the Flagship inclusion project. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor Julia Ridley

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