



## Assessor's Evaluation for the IQM Flagship Project



**School Name:** Dorothy Barley Junior Academy  
Ivinghoe Road  
Dagenham  
Essex  
RM8 2NB

**Head/Principal:** Cathy Leicester

**IQM Lead:** Abbie Clarke

**Date of Review:** 23<sup>rd</sup> February 2021

**Assessor:** Julia Ridley

### **IQM Cluster Programme**

Cluster Group - Anglian Inclusion Group

Ambassador - Roger Leeke

Date of Next Meeting - 27<sup>th</sup> April 2021

Next Cluster Group Meeting Focus: TBC

### **Sources of Evidence during IQM Review Day:**

#### **Online Meetings held with:**

- Group of Year 6 pupils
- Members of the Inclusion Team - Inclusion SENCO (IQM Lead), DSL, Lead for Behaviour and Attitudes (Mental Health) and Deputy DSL (Family Support)
- Group of pupils who attend the Alternative Resource Provision
- 2 parents, one with a Year 5 pupil in mainstream and one with a Year 4 pupil from the ARP
- 2 School Governors
- Headteacher



### Evaluation of Annual Progress towards the Flagship Project

The School's progress from the previous year were based on the project focus of:

*'The Alternative Resource Provision'*

- 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.

#### Progress

The ARP curriculum was reviewed and developed with the support of the Local Authority. The new curriculum is now in place and has significantly enhanced the learning offer for the pupils. With a new teacher and Inclusion Lead, supported planning is in place and the monitoring process has been improved. The curriculum is devised on a four-year basis with different topics each year. It is primarily based on the Early Years curriculum but has stretch and challenge for pupils up to upper KS1. Language, communication and life skills are the overarching thread that runs through the curriculum.

There are now 12 pupils on roll, up to capacity. The pupils have been introduced to PECS and Communicate in Print so that they have additional visual support. It has started to be used across school. Visual timetables and photos are now a feature of most of the classrooms.

During the COVID-19 pandemic, with some pupils at home, the ARP used Purple Mash to facilitate their remote offer. Pupils could access activities linked to lessons and watch relevant and supporting videos. This was useful as pupils were already familiar with the Purple Mash formula from using it in school. By putting them on Class Dojo, the school behaviour system, the teacher can see who has accessed the site and is therefore able to monitor pupil engagement.

The expectations of the ARP pupils regarding online learning are clear, unambiguous and posted on the school's website.

#### The Whole School Curriculum

- 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.



## Assessor's Evaluation for the IQM Flagship Project



- Ensure the curriculum enables pupils to:-
  - Develop their understanding of British Values - 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.
- 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.

### Progress

Prior to the COVID-19 pandemic, the curriculum review and development of middle leaders was taking place and good progress was being made. Some work was still able to take place remotely during the summer term when Ofsted preparation took place with a focus on the requirements for Deep Dives. New website pages were created to



## Assessor's Evaluation for the IQM Flagship Project



highlight and showcase the school's successes. The vision statement was also created at this time.

### Staff Development

- 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.

### Progress

During the autumn term the school had the opportunity to do some development work with Subject Leaders to support them in writing their Intent, Implementation and Intent documentation and staff worked on reviewing the gaps from missed learning that had happened during the previous term.

## Agreed Actions for the Next Steps in the Flagship Project

### *'Alternative Resource Provision'*

The next steps are to review the curriculum to ensure it is relevant, to look at ways of meaningful/COVID-19 secure integration and enrichment experiences as this has not been possible due to bubble constrictions during the pandemic.

### Whole School Curriculum

#### Next Steps:

Due to COVID-19 restrictions, there is a need to re-establish learning values work and actions from SMSC review. The school will also need to pick up on certain things that they could not do remotely, for example, Spiritual and Cultural Week, Aspirations Week, 11b411 initiatives, educational visits, sporting opportunities etc.

### Staff Development

#### Next Steps:

- Continue to develop Middle Leaders through joint working with the Trust, for example, ASL support, vision exercise and work with new leaders.
- Ensure that any work which was on hold during the school closures is picked up.



## Assessor's Evaluation for the IQM Flagship Project



### The Impact of the Cluster Group

The school attended two remote sessions during lockdown, one on the 19<sup>th</sup> October 2020 and the other on the 10<sup>th</sup> December 2020. Topics were the wellbeing of the whole school and Headteacher wellbeing. Emotional mental health and wellbeing and outdoor learning were also covered in the second session.

Outcomes from the first cluster meeting included:

- The introduction of Wellbeing Wednesday for staff every half term.
- The IQM Lead discussed the impact of wellbeing on the children during the COVID-19 pandemic in Inclusion and SLT meetings and they spoke to staff about ensuring workload for the children and themselves was acceptable.

Outcomes from the second cluster meeting included:

- The school put in place a designated wellbeing/mental health staff ambassador for parents and children to contact if needed.
- They also discussed the use of outdoor space for children with SEN and how best it could be used.



## Assessor's Evaluation for the IQM Flagship Project



### Overview

The school continues to be a great example of an inclusive school where the needs of all pupils are carefully considered and met. Understandably, the school has not been able to offer all of their usual enrichment programme during the COVID-19 situation but they are keen to restart and develop all of their usual activities.

The school has responded proactively to the COVID-19 pandemic and introduced Google Classroom for the mainstream learners so that pupils could work at home remotely. The school remained open for vulnerable children and children of key worker parents. Pupils in the ARP have responded well to Purple Mash as a software platform that they were already familiar with. Phone calls to parents and pupils were made weekly with the addition of 1:1 online counselling sessions available for the most vulnerable. Mindfulness sessions are planned for all pupils as they return to school to ease their transition back to school in the next couple of weeks.

The school has a strong sense of moral purpose and this was reflected in the gaining of the SMSC Quality Mark where the school was praised for, “constantly trying to find new ways to celebrate the rich cultural diversity of the children.” The strength of pupil voice was also noted and this was reflected in the discussions with the children at the visit.

Prior to the COVID-19 lockdown, the Student Council had been reintroduced and their work is well-represented on the school website. It is hoped that these activities can all take place as soon as learners are back on the school site. There is evidence of a wide range of activities such as the Eco-warriors and the walk to school campaign. An anti-bullying leaflet on the website is unambiguous and clearly states the school's views about bullying and would give pupils confidence to speak up if they had any personal concerns.

Pupils were polite and welcoming as they spoke about their school day, planting beans in pots as part of their Jack and the Beanstalk topic was a highlight for them as well as talking about how much they enjoyed playing hot potato in PE sessions. They know who to go to if they don't feel safe and they enjoy playtime. The school have appointed an Adventure Ambassador to ensure that pupils have a rounded and enjoyable education in all areas. The school has also recently gained the Eco-school Green Flag Award.

The revamped and updated curriculum offer includes interesting and stimulating activities such as the Power Projects which include an element of working with parents on their projects at home. This helps the child to see learning on a broader level than only school-based and bridges the gap between home and school learning.

The school have ensured that communication around the imposed changes has been very clear with a new, dedicated section on the school website for updates, guidance for parents and online copies of letters. Some pupils also produced their first copy of their online newspaper: Barley News Round. It is full of interesting articles about COVID-19, Black Lives Matter, puzzles and games.



## Assessor's Evaluation for the IQM Flagship Project



A virtual video tour for new starters in September was produced and is on the school website to mitigate the fact that new entrants were not able to visit in person during the lockdown. The video tour highlights the resources on offer such as the ICT suite and the library.

The provision for the pupils in the Alternative Resource Provision has been enhanced with the addition of a one-to-one chill out room, which has been equipped with sensory resources which are of particular benefit to learners who are at the earliest developmental level.

The two phone conversations with parents of children in Year 4 and Year 5 reinforced the excellent impression of the school's work and support of parents during the pandemic. They spoke about teachers who have gone the extra mile for their child during the online learning sessions. They feel that their concerns are listened to and that advice on how to engage their child online has been positively received and acted upon swiftly.

One parent spoke about how the support from the class teacher had helped her family cope in a very stressful situation and she could not thank the school and the Leadership Team enough. She felt that she would not have got through the situation without the ongoing support of her daughter's class teacher. Parents praised the Headteacher for her transparency and communication style which has meant that they always felt informed about the next steps.

Another parent with a child in the Alternative Resource provision felt very well supported by the school SENCO. She felt her views were considered during the annual review process and she always felt welcome at the school and able to speak to her son's teachers.

The two Governors who were interviewed are experienced and continue to be a tremendous support to the school. They talked about the Eco Award and the SMSC Gold Award that the school had achieved prior to lockdown. They were very well-informed about the actions that the school have taken to support vulnerable youngsters during the pandemic and are fully aware of the plans to ensure that pupils catch up with their learning on their return to full-time, on-site learning. The school should be proud of the work that they have done during the last few difficult months. It is very much appreciated by parents who are very supportive of the school.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time.

**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