



7th November 2019

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Flagship Review Date: 24th October 2019

Summary

Easington Colliery Primary School's motto, 'Dream, Aspire, Achieve' is a philosophy that all within promote and live up to. There is a determination that children will thrive here, will love learning and will realise their best potential through engagement in an exciting curriculum, support for learning and through positive relationships. Inclusion lies at the heart of this. The Deputy Headteacher described it as 'a happy centered school' and the evidence certainly pointed towards this. A thoroughly enjoyable day was spent here during the IQM Flagship review. There has been much developmental work completed since the last review as the school continues to engage with others to share best practice.

This popular 4 to 11 school sits in the heart of Easington Colliery, a former mining town on the County Durham coast, being a larger than average mainstream primary offering alternative provision and an extensive range of support for inclusion. The school continues to have a high number of pupils presenting with learning, behaviour, social and emotional needs and requiring additional support and interventions. The proportion of pupils in receipt of Pupil Premium remains above the national average as is the percentage of pupils with SEND, which serves to provide a clear focus for the additionality required to reduce and remove all barriers to learning.

Since the last IQM review the school has encountered changes in leadership, as experienced members moved on to gain promotion. A new Deputy Headteacher was appointed and she has made valuable contributions to the inclusion agenda. The Assistant Headteacher has taken on the role of SENDCO and Inclusion Manager which, with her already deep knowledge of the needs of vulnerable pupils, has provided seamless transition and consistency. The dedication shown towards inclusive practice, collaboration with others and determination to raise standards has been maintained and built upon to create an environment where children flourish and succeed. Outcomes across the school have improved again over the year to deliver impressive results and a narrowing of the gap between disadvantaged children and their peers. In 2019 Easington Colliery Primary was placed in the top 20% of schools nationally for Key Stage 2 combined English and Maths.

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Staff model the behaviours they wish to see, setting the foundations for great learning. Classrooms are places of warmth and humour and are inspirational learning spaces for children. A visit to the highly imaginative Foundation Stage demonstrated how well staff support learning through play, with every adult involved in guiding pupils through problem solving, developing their language and vocabulary and deepening the learning through thoughtful questioning, interaction and engagement. This is where the foundations of good behaviour and the development of collaboration and respectful relationships begins. Best practice in pedagogy here is taken into the year 1 classes and curriculum to create a seamless learning journey. It is clear that communications are central to the ethos and vision and that if good practice works for children it will be shared to benefit more.

Values are taught explicitly and pupils' behaviour and attitudes within lessons, over play and lunchtimes show they are understood and embedded. Here they show respect for one another, cooperation in team work, pride in the achievement of others and an acceptance of the richness and variety that the school brings. They describe their school as 'fun! But we have to work hard', over lunchtime a group of older children were engaged in a game of construction, planning together, sharing and accepting ideas. They were very mature and showed skills of negotiation and respect for and valuing of the contribution of others. Pupils' understanding of acceptance and tolerance was evident throughout school, they consider the feelings of others and stand firm against bullying. It is no coincidence that the biggest piece of silverware in school is the one awarded to the girls' football team for Fair Play. Pupils spoke with enthusiasm about learning, with one saying that "I love our lessons because there's always something exciting going on and the teachers are the best." Children are used to taking on responsibilities, being part of leadership roles such as School Council, Buddies, Mini Police and Digital Leaders and are encouraged to make changes and have their voice heard. They are also proud ambassadors of their school as they go out into the community and further afield to represent in a wide variety of sports, music and arts. It was a proud moment to see the success of the Cross Country team arrive back at school as impressive winners across the board.

Displays around school are of a good quality and are used to celebrate achievement as well as support the learning. An 'Equality Street' display showed respect for differences in family make-up and a Stonewall display demonstrated a celebration of uniqueness and diversity. The learning environment is welcoming, well-resourced and caters for the different learning styles within. The new initiatives of Forest School and allotment garden offer fantastic opportunities to promote good mental health and to engage pupils, families and the community in learning together. A wide range of after school clubs suits different interests, the offer has increased recently to include an after school Forest School and cookery clubs. Well done to all the family gardeners working outside after school, it is an impressive site you have created and the hard work has certainly paid off.

Provision for more vulnerable learners is excellent. The Guided Learning Centre offers short term provision for pupils with SEBD and is managed by a specialist whose skills and knowledge impacts upon mainstream teaching and learning. The Enhanced Mainstream Provision, known as the Learning Zone, offers flexible learning for pupils with ASD and complex needs, promoting highly inclusive practice. An extensive team of

external specialists are on hand to address the high number of social, emotional and mental health needs as well as providing educational interventions to help close gaps. ECPS has continued to support the on-site provision of Place 2 Be, has a skilled, enthusiastic Parent Support Advisor and experienced Welfare Team ready to ensure families receive the support they need. This, alongside talented and caring teachers ensures all children make good progress but are also given every opportunity to develop strengths in sport, the arts and particularly in outdoor and adventurous learning through excellent curriculum provision and enrichment opportunities.

Over the day there were memorable moments which were snapshots of what is on offer. The curriculum has developed over the year to incorporate creativity and meaningful learning experiences. A key part of this has been the development of the Forest School. Here children were beavering away with great intent and cooperation, covering specific Bushcraft skills and using tools appropriately as they weaved, leaf printed, chopped and built. What a surprise to find later that this was to celebrate the forthcoming wedding of a staff member. As she walked down the 'aisle' under a flower decked arch wearing her floral wreath and train it was a joy to see the pride and sense of achievement in the children who had created every part of this incredible experience. The commitment given towards creating a curriculum that aids retention, engages the learner and makes purposeful links between subjects and across skills and knowledge has enormous potential for every child.

Parents are made very welcome in school and those spoken to were overwhelmingly supportive of the inclusion agenda that the Assistant Head and wider team has driven forward. She is highly regarded by parents for her commitment to partnership. They talked about the impact of greater integration and engagement with the mainstream learning environment and how for one parent this meant her child felt "happy, safe and wanted. He belongs here." They were proud of the changes they were witnessing, with a parent stating "I have a different child, who loves coming to school now, goes on trips and joins in after school clubs. The staff have given support that shows they understand him well." The curriculum is designed to meet the needs of the individual and there so many opportunities for learning in different ways that suit SEND pupils so that they can experience success and small steps can be built upon. Nurture is an important part of the provision offered and staff are adept at building relationships and being non-judgemental. Success stories were plentiful, with one parent describing how, after positive transition to Easington Colliery Primary School, a history of exclusions was reduced to nil as a result of the support given to teach him to manage his behaviour, draw on strategies, socialise and be proud of his achievements.

The inclusion leader models reflective behaviour, uses research based evidence in practice and supports staff with action research within classrooms to gather qualitative data. She describes cluster meetings as an opportunity to 'meet kindred spirits' bringing back ideas that can be worked upon alongside already successful practices. Easington delivered a case study presentation on SEMH to promote their evidence of change over time and has developed close links with a local Centre of Excellence school around common themes. Together, the cluster schools have collaborated on staff well-being and this has been taken forward through the creation of an emotional well-being champion in school. Further interest stemmed from other schools' presentations

around parental engagement which resulted in the Leadership Team and Governors exploring the potential of a range of APPs in support of new and successful methods.

The Headteacher, Deputy Headteacher, Inclusion Leader and wider team have worked together to ensure the inclusive ethos is ingrained in the fabric of the school and that pupils are at the heart of it all. They have high aspirations for all children and weave together their ambition with the unwavering support they give towards inclusive practice. Over the year they have strengthened this aspect of the Governing Body through the appointment of new members to support their future plans. The school has identified areas for ongoing development and has created a project action plan for the next twelve months.

I recommend the school retains its IQM Flagship Status and is reviewed again 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: Lesley Colthart

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 Evidence

This was Easington Colliery School's Year 4 Flagship IQM review and was conducted over one day. During my visit to the school, I was able to verify information provided on the Flagship Action Plan with the Assistant Headteacher who leads on Inclusion. Discussions were held with the ICT coordinator, Parent Support Advisor and wider inclusion team. The Deputy Headteacher provided detailed information on the curriculum projects. I conducted a tour of the school environment indoors and out, over playtime and lunchtime with visits to the Forest School and community garden, speaking to Libby, who is responsible for outdoor and adventurous learning, including Forest School. I observed pupils in classes while learning and saw learning in workbooks. Interviews with staff involved discussing their role within the delivery of key aspects of the school's action plans and their role within inclusion. The Headteacher, Deputy Headteacher and Assistant Headteacher who has managed the inclusion agenda and review gave additional information in relation to progress against targets and future actions. Parents gave valuable evidence in support of the year's work. Conversations and interviews with the children in classes and outside provided further information.

Commentary on the last 12 Months

- The school planned to develop their whole school vision, canvassing contributions from all community stakeholders. The Deputy Head has taken up the challenge of creating a bespoke curriculum which meets the requirements of the 21st century, the interests of the children and the needs of the community it serves. To facilitate this a vision evening was held for staff and Governors, led by the Deputy Head to look at the curriculum intent moving into the future. This took the form of an in-depth consultation of stakeholder views, including use of questionnaires, surveys, interviews and multiple choice questions. Parents also had their contributions listened to during a 'Welcome Evening', demonstrating that this is a school where parents' opinions are very much valued. The Deputy Head presented the context of the school using the Income Deprivation Affecting Children Index (IDACI) measure, capturing views from pupils of what they would like to see and do in the curriculum. Findings were collated and used to inform plans for a curriculum that will inspire and educate, develop life skills and is exciting as well as relevant to the pupils. The intention was very much about providing memorable learning experiences for pupils and building on existing strengths. Families engage together in 'homework takeaways' which gives the learning back to the family and strengthens independent research. The Deputy talked passionately about creating a happy school where sound mental health and well-being are paramount and there were many opportunities over the day to view the impact made on pupils through engagement with a curriculum that is fully inclusive. The expectation of high standards and outcomes in learning are shared with parents through celebration events, for example when showcasing the impressive results of the WW2 topic.
- A further target was to develop ICT within the curriculum. The school has created and updated a designated suite for the direct teaching of computer skills, giving better opportunities to ensure progress in IT and is specifically useful in enhancing coding. This will allow classes to fully access the newly designed curriculum



effectively. Relevant CPD for staff will be planned for to increase familiarity with key software and hardware used in delivering the new curriculum. The coordinator will monitor that teachers are uploading evidence of the new curriculum regularly and that good practice is shared, particularly through cluster meetings.

- The school wished to create further positions for student leadership within ICT and E-Safety. To fulfil this aim six Digital Leaders have been appointed, following a rigorous application process and interview. Selected pupils have pledged to make a difference and implement changes in school. After completing the Digital Leaders training course online these children will act as monitors and e-safety advisors across school, giving advice and guidance for internet safety to other pupils and staff and by organising clubs. The opportunity for pupils to show their confidence and abilities in this curriculum area revealed considerable talent and the curriculum coordinator will capitalise on this by increasing responsibility and challenge. This will be on a two year rolling programme with a succession plan to secure interest of future leaders.
- The school had planned to develop whole class approaches and bespoke interventions to support children's emotional understanding of situations by implementing Zones of Regulation. This was trialled in some classrooms as an approach to help pupils to think about their emotions and consider the strategies that would help them to regulate. Whilst this was a useful exercise in supporting children to think about how they were feeling, the key pupils who struggled to regulate found it difficult to work in a small group on some of the tasks and found it difficult to put what they had learned into practice. The Inclusion Leader reflected on this then accessed training on attachment and ACES (adverse childhood experiences) which provided her with a strong base of knowledge and information to consider the practices which would better suit the school and its pupils, particularly those affected by ACES. The nurture model was decided upon leading to 2 staff receiving training to deliver the nurture model and this has been implemented from the start of the new academic year. The training supports staff to ensure that the classroom offers a safe base so that children's learning is understood developmentally and offer consistent routines. Staff are skilled at listening and praising the smallest of achievements to increase well-being and self-esteem. As a parent said of her child "He is rewarded in small chunks, praised often and the methods they use just work." Another spoke of the impact of the school's understanding of the need to support with change, praising the preparation and planning for the increasing success of her child. "They gave extra transition visits into school, access to the Learning Zone when needed and we have a home school diary so we're always on the same page." This nurture facility is showing particular success with children suffering from anxiety so that difficult situations are diffused through careful preparation and solid support. This has resulted in the most vulnerable children forming friendships, accessing trips successfully and engaging more readily with learning. This gives parents and carers great confidence in the school with comments including "I believe if he was in any other school he would fail" and "Everything has come on especially speech and behaviour, it's unbelievable."



In response to the ACES training key children access more outdoor and adventurous activities in order to learn more social skills in a real life context. To help them with this the school had brought in a provider who offers an exciting range of challenging activities. She is highly skilled and is passionate about giving children access to adventure and exploration and the skills to manage risk appropriately. The development of a Forest School within the school ground is instrumental in giving pupils the challenge and support they need to re-engage with learning and to develop important transferable skills.

The Inclusion Leader is encouraged by the early successes and sees that the pupils are gaining better experiences by being included in mainstream classes for far longer periods. With the right in-class support, they develop confidence and independence, their language skills improve and they are able to demonstrate their learning in a variety of ways which raises their esteem among their peers. Anecdotal evidence shows success for one pupil who would receive most of his learning through withdrawal prior to these experiences. Since the beginning of the project he has successfully increased learning time alongside peers from 10% of the day to 80% of the time. This will be taken forward.

- This target aimed to ensure the school offered a challenging curriculum and with high expectation for those children capable of achieving the higher standard at key stage one and two. The Headteacher and Deputy Headteacher attended a conference, 'Redefining More Able Education' to increase access to appropriate provision for those pupils who could achieve greater depth in learning and who could be challenged well when in an element of 'cognitive strain'. This was fed back to staff in the summer term of 2018 and was the basis for a staff training event. This has been put into the context of maths, English and spelling teaching, as well as into PSHE learning. The project has informed aspects of the updated curriculum planning with the expectation of lessons having a hook and including an opportunity for debate to encourage higher order thinking. Vocabulary has been carefully planned for, as well as historical enquiry which is relevant and creates cohesive links across the curriculum and between subjects. This provides the more able pupils with greater opportunities to embark upon open ended learning, as well as engaging in fact finding and skills work. Staff workshops were completed in the summer term, with topics planned to ensure access and inclusion for all pupils. A fantastic example of this is action was evidenced in pupils' homework presentations following WW2 topic. The range of learning covered and engagement with the subject material was impressive. One pupil created a beautiful interactive timeline which included postcards, pamphlets, maps and ration books etc others had created a model air raid shelter and a 'Grow for Victory' allotment incorporating incredible detail. Parents said they enjoy the open-ended homework tasks and are happy to support with this.
- This is a school which actively seeks out adventure and memorable experiences where children can learn new skills, demonstrate growing independence and make relevant links to learning in a variety of ways. The target which aimed to offer more outdoor and adventurous learning opportunities and introduce cookery throughout the school has been achieved. The clear success of learning outdoors for the most



vulnerable pupils led to leaders looking at extending this for all pupils. A visit to the climbing wall which were trialled with EMP pupils proved to be a great success, leading to some staff becoming trained in climbing instruction therefore enabling more children to access it. A rolling programme was set up for Year 3 and 4, which again has shown positive returns. A cookery facilitator is delivering to Years 2 and 6 then works with families for one afternoon a week. The outdoor facilitator has added kayaking at Seaham Harbour Activity Centre to the list of challenges for pupils, there are now ambitions to develop skiing and snowboarding in the future. Residential and trips are a feature of the school and built around the curriculum.

- Last year's plans had a focus on parenting with an ambition to create an on-site Parent Pod from which the Parent Support Advisor could facilitate activities, training and support. This has not happened although funding has been accessed by Awards for All (£10,000) to develop a room within school for community use. The building work is expected to take place in January 2020 and a programme of activities to be rolled out on completion. The Parent Support Advisor looks forward to this facility in order to build upon the already extensive support she provides. Her work with parents is instrumental to the ethos of the school and her warm, friendly approach draws families in where she is then able to match the right support to the need. She is already canvassing opinions from the parents so that she is ready to meet the needs of the community and work with them in partnership.

Commentary on the next 12 months and Further Recommendations

Project Title:- Access for All

- The school has considered what good quality first teaching looks like for all pupils. Some pupils with SEND had limited time within the mainstream classroom and this was making it difficult for the skills they had learned to be applied within a real context, for example, pupils with poor social skills were working in groups with others with similar social barriers. They were missing opportunities to learn from children who were more skilled in social interaction.
- Children with cognitive difficulties were also spending time outside of the classroom in intervention groups meaning they might miss a subject such as music or art where they could excel and enjoy equal status. Staff were concerned about how inclusive this was for some pupils. Part of the project will be to ascertain the views of staff and pupils on what inclusion really means to them and ultimately what it means to the school and community.
- Using an action research model, there will be a focus on one particular year group to develop approaches to learning that support all pupils. The project will involve the input of educational psychology, speech and language, OT and cognition and learning. The multi-disciplinary team will look at how to create learning experiences which fit the needs of the pupils in the class, particularly the SEND, whilst giving them a real context to apply it in.



IQM Flagship Review



- The school intends to draw upon the work and research carried out by Professor Mel Ainscow, the idea of the project is to equip teaching staff with the skills to adapt and shape learning experiences for all the diverse learners that enter into their classroom.
- The action research project and its findings will be shared with staff, who will begin to look at a project within their own setting.

Further suggestions:-

- As key groups of pupil leadership have moved on, Senior Leaders will look at ways of promoting the new teams across school, training them to raise the profile of student voice and engaging them in projects which will demonstrate their power and influence for change.
- A new website is under construction giving a vehicle for the new curriculum to be shared more widely with stakeholders.

Assessor: Lesley Colthart

Date of Review: 24th October 2019