



IQM Self Evaluation Report



School/College Name: Ecton Brook Primary School

School Address: Ecton Brook Road, Northampton, NN3 5DY

Tel No: 01604 409 608

Headteacher's/Principal's Name: Mr N Woods/Mrs D Archer

Headteacher's/Principal's Email Address: head@ectonbrook-pri.northants-ecl.gov.uk

IQM Coordinator's Name: Mrs Louise Hyslop

IQM Coordinator's Email Address: lhyslopebps@gmail.com

School Website: www.ectonbrookprimary.ik.org

Number of students on roll: 584

Guidance for successful completion of the IQM award

The coordinator role is to ensure that a clear picture of the school approach to inclusive practice is captured within the self-evaluation document. To demonstrate that **Inclusion has a school wide impact and is sustainable**, the school would be advised to devolve the responsibility for information gathering to a broad group, with the IQM coordinator organising and collating the evidence. A good example from a successful school was a post-it wall in the staff room to which any staff member could contribute.

Please complete this document which includes all 8 elements of the assessment framework. This should not be an unduly onerous task. It is sufficient to use bullet points under “organisation evidence” and “evidence location”. It is suggested that the school narrative and tabular aspects should be completed simultaneously, to support coherence.

Evidence can be drawn from a wide range of sources, including Ofsted reports, LA or Academy reports, but should draw widely from school self-evaluation exercises and monitoring activities. **It should demonstrate what can be seen in practice.**

Where asked to include a numeric judgement:-

- 1=high level practice**
- 2=good level practice**
- 3=developing practice**

The first page allows the school an opportunity to support the IQM Assessor in creating a clear view of the school, context, the reasoning behind the IQM award application and sustainability, as well as a guide to Inclusion organisation within the school.

The elements may be completed in any order and some evidence may be used to support two or more criteria. At any point, but certainly when three elements are complete, coordinators are asked to forward these to IQM for an overview and guidance, before completion of the whole scheme. Email support is available, please contact us using elements@inclusionmark.co.uk. Feedback is generally within 4 –5 days. For telephone support, please use: 01256 316536. This will reduce the possibility of wasting any unnecessary time and give you the confidence to complete the remaining elements as you work towards achieving this award.

By the time you have completed **3** elements you should set a date for assessment. This gives IQM the time to organise for an assessor to be assigned to your school. The assessor will be in contact approximately 2 weeks before the assessment with regards to the actual requirements for the visit.

Please note - all sections of this document must be completed

School context description: Raise-online, Ofsted Data Dashboard, performance tables etc.

Ecton Brook Primary is a large primary based on two sites in the Eastern District of Northampton. The Ecton Brook Campus has 379 children on roll and the Bellinge Campus 205 (Feb 2015) making the school three form entry. The school is part of an academy (NPAT) which consists of four other Eastern District schools. The academy is looking to expand and develop good practice further.

The school has around 585 pupils on role placing it in the 80th percentile of schools nationally. In 2014, 50.1% of the school were girls.

The school has a high number of children who are eligible for FSM at around 41% compared with a national average of 26.6%.

The percentage of children from ethnic groups (32.7%/National, 29.7%) is higher than average and the percentage of children with English as an additional language (17.2%/ National, 18.8%) is lower than average.

SEN at School Action Plus or Statement within the school is high at 11% (National 7.7%)

Stability within the school falls within the lowest centile nationally and the school falls within the 80th centile in terms of the deprivation indicator.

School data – see element 4

Rationale for undertaking the IQM assessment

To celebrate good/outstanding practice within the school and embrace areas for future development.



IQM Self-Evaluation Report



Overview of Leadership and Management of Inclusion (an organisation chart and short summary would suffice)

At Ecton Brook the *management* of inclusion is everyone's responsibility, whether it is in the classroom, the dinner hall, the playground or at before and after school clubs.

The leadership of inclusion is as follows:

Acting Headteachers – Neil Woods & Debbie Archer

Deputy Head – Elaine Ford

Inclusion Governor – Narinda Chaggar

Inclusion Leader – Louise Hyslop

3 Family Workers – Maggie Gleeson, Adie Bluck, Maddie O'Malley

Learning Mentor – Lynette Pilgrim

Inclusion Team

There is an inclusion team spread across the two sites consisting of 8 teaching assistants who have additional training in SEN and EAL support. This team is managed by the Inclusion Leader who ensures that the correct level of provision is allocated to the correct areas of the school. This is a fluid provision throughout the year which enables areas of greatest need to be given targeted intervention which can be monitored for impact through the provision map.

Interest in Centre of Excellence status	Yes/No
Interest in Flagship status	Yes/No
If yes to either, please append relevant paperwork	

Element 1:-The Inclusion Values and Practice of the School

School overview commentary

Ecton Brook Primary School prides itself on being a fully inclusive school where everyone has the opportunity to succeed.

We feel very privileged to be part of an amazing team at Ecton Brook Primary School. We have a strong desire to constantly improve our inclusive practice. Through a broad and balanced curriculum, our hardworking and enthusiastic team equip our pupils with the physical, social and intellectual skills they will need to be happy and successful in life in modern Britain.

The school has around 585 pupils on role placing it in the 80th percentile of schools nationally. In 2014, 50.1% of the school were girls.

The school has a high number of children who are eligible for FSM at around 38.6% compared with a national average of 26.6%.

The percentage of children from ethnic groups (32.7%/National, 29.7%) is higher than average and the percentage of children with English as an additional language (17.2%/ National, 18.8%) is lower than average.

SEN at School Action Plus or Statement within the school is high at 11% (National 7.7%) however the school is confident that their commissioning of outside agencies such as the Educational Psychologist, Occupational Therapist & Speech & Language mean that identification is accurate and individual needs are met.

Stability within the school falls within the lowest centile the school falls within the 80th centile in terms of the deprivation indicator.

As part of Northampton Primary Academy Trust Partnership, we are committed to and accountable for...

High Aspirations

- Confident, well rounded learners who have the drive and determination to succeed.
- Learners who make informed decisions to become good citizens to make a positive impact on society.

- Supporting individuals to recognize their own strengths and giving them the opportunities and experiences to reach their future potential.

Innovation

- Being proactive in equipping our children for an unknown future.
- Pushing boundaries and learning from our mistakes.
- Taking learning and technology to its limits.

Inclusion

- Supporting individuals to achieve their full potential.
- Every child matters!
- Celebrating diversity and understanding our role in the local and global community.

How is Northampton Primary Academy Trust going to deliver these core values? High Aspirations

- Celebrating success and achievement in all areas.
- A values based learning approach that inspires learners to challenge their limits.
- Giving learners opportunities to be inspired.
- Values based system.
- Access to experiences that broaden learners' horizons.

Innovations

- All staff use communication technologies.

- Broad range of technologies available in every classroom so that children can select the most appropriate device for their learning.
- Stay up to date with current technologies and how they will have a positive impact on our learners.
- Digital ambassadors in every academy and a commitment to use current technologies.
- Business and enterprise initiatives across the academy trust.

Inclusion

- Visits and visitors to support all faiths, religions and cultures.
- Access to Family Support Workers and Children Centre provision.
- Quality provision mapping.
- Access to high quality provision and resources to support families.
- Access to a range of experienced SEN professionals and resources.
- Access to a range of bilingual support and resources.
- Procurement of external professionals.
- Their role in their community and the global community is detailed in the curriculum

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area (can be used as Flagship/Centre of Excellence criteria in relevant documentation)

To work more closely with NPAT schools to further develop inclusive practices and share expertise as stated above.

Criteria	Organisation Evidence	Evidence Location.
<p>1.1 All staff, parents and Governors are committed to Inclusive practices.</p>	<ul style="list-style-type: none"> • School Policies (Inclusion, Safeguarding, Behaviour, SEN etc.) • School Improvement Plan • Pupil Premium expenditure • IEPs, PEPs, Annual Reviews • Termly Learning Conferences& parent feedback sessions • Inclusion Network Meetings • Designated Inclusion Team • Governor’s decision to facilitate 3 Family Support Workers & 1 Learning Mentor 	<ul style="list-style-type: none"> • School website • File • Pupil Premium File • Inclusion File • See Headteacher
<p>1.2 Individual difference is valued</p>	<ul style="list-style-type: none"> • School Vision & Ethos statements • School Policies (Inclusion, Safeguarding, Behaviour, SEN etc.) • English as an Additional Language support, resources & training • “CARE” – whole school ethos shared by all through assemblies & in class • Library & reading resources are inclusive of different family set ups & home lives, faiths, religions, communities. • PSHE & RE sessions 	<ul style="list-style-type: none"> • School website • School website • Discussion with Inclusion Leader & exemplars of work • Display in deputy office and around school • Discussion with children • Library, classrooms, reading corners
<p>1.3 There is effective management and organisation of inclusive practice throughout the school.</p>	<ul style="list-style-type: none"> • Inclusion Leader & SEN team ensuring that all children are tracked against progress and given appropriate support to meet their needs. • 3xFamily Workers who manage a multi-agency approach to supporting families and children through the CAF process and beyond if appropriate. Also 1:1 and group targeted support as appropriate to ensure inclusion. 	<ul style="list-style-type: none"> • Discussion with Inclusion Leader, Inclusion file • Discussion with Family Workers, CAF file

	<ul style="list-style-type: none"> • Weekly safeguarding meetings between SLT & Family Workers • Designated EAL teaching assistant • Designated Speech & Language TA • Designated teacher for LAC • Commissioned Educational Psychologist , Occupational Therapist & Speech & Language expertise • Pupil Progress Meetings- termly • Regular parent inclusion through open evenings, termly learning conferences, phonics, maths & reading parent training sessions • Induction Leader supporting new staff/students/work experience • Pupil Premium expenditure 	<ul style="list-style-type: none"> • Safeguarding record sheet showing numbers of children at each stage • Discussion with Inclusion Leader, Inclusion File • Pupil Progress data (file) • Discussion with class teachers, children& parents. Copy of a training session. (file) • Copy of pupil premium tracker, copy of PEP, (file) discussion with Inclusion Leader.
<p>1.4 There is effective induction and transition.</p>	<ul style="list-style-type: none"> • New staff induction • Child Protection & SEN document transfer in person where possible or with accompanying phone call • New child policy, buddy system, child information leaflet • Midyear transfer policy 	<ul style="list-style-type: none"> • Discussion with Heads, Deputy, copy of induction form (file) • Copy of policy & leaflet, discussion with class teachers • Copy of policy

	<ul style="list-style-type: none"> • Visits to other schools to ensure smooth transition for those children with SEN • Year 6 Fact Finders transition programme supporting transition to secondary • Secondary schools invited to Termly Learning Conferences • Transition meetings held with other primary schools to discuss effective transition • Visits to feeder preschools by key adults & visits by children from their preschool setting to reception class during July before starting in September. • Home visits for every reception child by key adults, prior to them starting school • Home visits for every new pupil to the school by Family Support Worker • School open evenings • Baseline assessments Early Years – KS1, KS1-KS2, KS2-KS3 • Learning Mentor carries out PASS assessment with all new children to school after a settling in period 	<ul style="list-style-type: none"> • Discussion with Headteachers, Deputy, Inclusion Leader, Early Years Leader, Happy days pre school • Baseline assessments (file)
<p>1.5 There is effective personal support or mentoring available to individuals.</p>	<ul style="list-style-type: none"> • 3x Family Workers – pastoral support, wellbeing groups • Learning Mentor- wellbeing groups • Peer Group Mentoring • EAL buddies • Parent support groups • Outside agency links • Supervision • Counselling for staff • Performance Management for all staff • Mentor for all new staff • Young Leaders – supporting others in play on the playground • Collaborative Improvement of work in all classrooms • Talk buddies/partners visible in all classrooms 	<p>Discussion with Heads, Deputy, Family Workers</p>
<p>1.6 Effective safeguarding processes.</p>	<ul style="list-style-type: none"> • 4x trained Designated Safeguarding Officers • Designated Safeguarding Governor • Safeguarding Policy • Local Authority Safeguarding audit 	<ul style="list-style-type: none"> • Discussion with Heads, Deputy, Governor • See website & photos at front entrance • See audit (file)

	<ul style="list-style-type: none"> • Annual training for all members of staff • Safer Recruitment training • DBS for all staff • Whistleblowing Policy • Pink Forms • Weekly CP meetings including recorded review and actions 	<ul style="list-style-type: none"> • See file in main office • See policy (file) • Discussion with Family Workers • Copy of minutes from meeting (file)
<p>1.7 The staff model school expectations and develop good relationships with learners.</p>	<ul style="list-style-type: none"> • NPAT code of conduct • PASS data • Parent Questionnaires • Behaviour Policy • Over 40 before & after school clubs run by staff • School trips & residentials, school events & visits to other schools/churches • PSHE • School Council • Celebration assemblies, reward systems, marking in books • TA and teacher training • Termly Learning Conferences 	<ul style="list-style-type: none"> • See Code of Conduct (file) • Discussion with Headteachers, Deputy- questionnaires & data (file) • See policy on website • “clubs” list (file) • Discussion with children, photographs around the school, PSHE class work, class displays, children’s sticker charts, and certificates • Discussion with TAs/Inclusion Leader and copy of training sessions (file) • Discussion with children & class teachers, also parents.
<p>1.8 Behaviour policies are well understood and implemented by all staff.</p>	<ul style="list-style-type: none"> • Behaviour Policy regularly reviewed and shared with staff • Consistent strategies used throughout the school • TA training and induction training given 	<ul style="list-style-type: none"> • Policy on school website • See policy, talk to staff & children

	<ul style="list-style-type: none"> • Behaviour expectations clearly visible in classrooms and around the school • Behaviour management strategy 1,2,3, Magic used for consistence • Learning Mentor to support behaviour across the school – includes tracking sanctions and working with deputy to develop interventions • Behaviour related assemblies 	<ul style="list-style-type: none"> • Discussion with Inclusion Leader & copy of training sessions (file) • See card system displayed in classroom and “School Rules” posters • Talk to children & teachers
<p>1.9 Barriers to learning are identified and addressed.</p>	<ul style="list-style-type: none"> • Transition – needs identified through discussion with preschool or previous school. Baseline assessments, data and barriers passed on to new class teacher prior to transition in September • Termly Pupil Progress meetings- concerns flagged to Inclusion Leader • Welcome screening for every reception child as they enter school • SEN & EAL team observations, assessment, interventions including IEPs & Ages & Stages which monitor impact • Provision maps including SEN map & Pupil Premium map showing support & interventions and their impact • Commissioned Educational Psychologist, Occupational Therapist and Speech and Language support • Behaviour support plans & positive handling plans shared with appropriate staff and monitored • Access to outside agency support for assessment and intervention • EHC plans, annual reviews • LAC reviews and PEP meetings termly • Family Worker 1:1 pastoral support & group intervention • CAF supporting families and children 	<ul style="list-style-type: none"> • Discussion with Early Years team & Inclusion Leader • Copy of notes/ actions from pupil progress meeting (file) • Inclusion File • Discussion with Inclusion Leader & Inclusion file including data & examples • PEP in Pupil Premium file • Discussion with family worker

	<ul style="list-style-type: none"> • Attendance data monitored weekly and 2 weekly attendance meetings held • Pupil Premium children identified, shared with all staff, provided with appropriate interventions, tracked on a provision map • PASS data and interventions • Open door policy – parents encouraged to meet with teachers, leadership, inclusion team wherever there are concerns which may act as a barrier to a child • All extra curriculum <i>school</i> clubs are free to ensure inclusion for all • School breakfast club (free) to encourage attendance and readiness for learning 	<ul style="list-style-type: none"> • Pupil Premium file • Data & interventions file
<p>1.10 Achievement by all is celebrated in a variety of forms.</p>	<ul style="list-style-type: none"> • Weekly whole school and key stage assemblies (parents included) • School blog celebrates sports events, school visits, art achievements, children’s work, class achievements, attendance etc. • School website • Skype between classes & to Headteacher • Weekly Heads to Home newsletter • Display boards and cabinets in classrooms and around school, working walls, writing walls • Awards including runner up in sports school of the year, Science award (PSQM), gold Northampton in Bloom, Silver Sports Kitemark • County and NPAT sports competitions • Young Voices, Derngate Dance & other music & drama events • NPAT talent shows and music & drama events • Attendance awards 	<ul style="list-style-type: none"> • Discussion with Headteacher/parents • Blog & website • See newsletter (file) • Around school • Main entrance of school • Discussion with Headteacher PE co-ordinators/school blog, • School blog • Displayed outside classrooms, discussion with children, copy of award

	<ul style="list-style-type: none"> • Behaviour awards and certificates, stickers, golden time • Homework awards • Leadership awards for achievements in school as well as out of school • Termly Learning Conferences • Topic days (Vikings, Celts) where parents are invited to share work • Letters/ phone calls/ postcards to parents • Christmas & summer performances- also shared with other NPAT schools • Visits to NPAT schools by children & staff to celebrate their achievements • Open days • Sports day • School fetes/Christmas fayre/cake sales with children’s contributions 	<ul style="list-style-type: none"> • Discussion with children, copy of learning log, copy of certificates (file) • Discussion with children & class teachers • Topic days shared on blog & photos/work displayed around school • See blog, discussion with Headteachers • Discussion with Headteachers, pictures on blog, discussion with children & parents, PTA
<p>1.11. There is a clear (individual, governor, whole school) plan for CPD in inclusion, supported by external expertise where relevant and inclusion has been the subject of staff CPD within the past 12months.</p>	<ul style="list-style-type: none"> • School SIP • New SEN Code of Practice& Designated Teacher training undertaken by Inclusion Leader • Annual Inclusion Conference attended • Whole school annual Safeguarding training • Governor safeguarding training • Training days planned at beginning of year to include all elements of inclusion • TA termly training sessions planned in at beginning of year • All staff invited to all staff meetings 	<ul style="list-style-type: none"> • See SIP • Discussion with Inclusion Leader • Discussion with Headteachers/Governors • Discussion with Inclusion Leader& course planning (file)

	<ul style="list-style-type: none"> • Drama for Writing & maths consultancy, intervention & training • Regular staff appraisals include targets related to inclusive practice • REAL PE consultancy and training for improved differentiation of skills • Parent training sessions for phonics & maths • Individual CPD in all aspects of school life throughout the year 	<ul style="list-style-type: none"> • Discussion with PE coordinator • Discussion with Early Years Leader & parents, session
1.12 Pupil premium has an identifiable and measurable impact on pupil progress.	<ul style="list-style-type: none"> • RAISE data • Termly, individual class, Pupil Progress data • Pupil Premium provision map in conjunction with termly data • PEPs for Looked After Children • Attendance data • Pupil Premium case studies 	<ul style="list-style-type: none"> • See RAISE data • See PAMs data • Pupil Premium file • See copy of PEP • See PP file
1.13 Pupil premium use is communicated via school website.	<ul style="list-style-type: none"> • Yes • Updated annually 	<ul style="list-style-type: none"> • See website

Assessor's Comments: Element 1 - The Inclusion Values and Practices of the School

Strengths:-

- The vision of leadership is the vision of full inclusion. **“All children have an entitlement to access aspiration and to grow resilience.”**
- The commitment to Inclusion is evidential in the existence of and the membership of, the Inclusion Team. It is clearly leadership and management led.
- The IQM process was seen to be a significant process as it enabled the school to reflect on their achievements and to take pride in all that they do. It showed **“... (our) passion for learning but for life too”**
- Leadership is visible and transparent. It has had to be given the 2 sites and the 2 Headteachers! This has created and evolved into an astute capacity for self-evaluation and review of all processes and procedures in order to ensure consistency and unity.
- Bringing together the two communities has required structures of vigilance and a profound awareness of the differences within equality.
- There is a clear commitment to grow teacher skills and flexibility across the entirety of the school. This has required a comprehensive overview of teacher skill and expertise and how they can be used to best advantage as and where required.
- Unifying the sites has been achievable through vigilance of consistency.
- Determination to anchor security of learning and teaching is seen in the investment of a contracted teacher to provide dedicated supply cover for the school.
- Awareness of the component parts of successful relationships is at the heart of the enjoined teaching spirit here. Leadership is committed to ensuring the sustainability of a united team spirit. There is a watchfulness of staff well-being and this year, there is even invitation for a whole staff weekend event!
- There is a commitment to ensure that the messages of unity and unification are revisited, reviewed and reinforced.

IQM Self-Evaluation Report

- There is an expectation of building a climate of participative learning.
- Ensuring quality of ALL provision is a key priority.
- Impact measurement is emphatic and is used to provide accountability of action and intervention. There is clarity in the leadership's approach to ensuring equitable entitlement whilst at the same time ensuring positive discrimination.
- The school invests in external providers and expertise to enable qualitative access to extended learning for the children.
- Efficiency of communication is vital. The Team Leader structure makes possible the immediacy of shared information and the potential for required action and intervention. Currency of communication between the two Headteachers is crucial in order to present as a united voice.
- Pragmatism has guided the dissemination of strategies that support and ensure relevancy and currency of all action between the sites. Clarity of expectations and forward planning are incisive and secure.
- Membership of the Academy has provided the school with a sounding board for collaborative and individualised action. Support and advice is drawn from the other schools and celebration and praise are shared ready currency also.
- Equity of access to events is ensured through the school's commitment to subsidise as required. There is a determination to see no family alienated by financial restrictions.
- Leadership here has inspired a climate of integrity of purpose for all.

Possible Areas for Development:-

- It is suggested that the Self-Evaluation Report be circulated round the staff and that they be invited to identify (colour code?) the actions/responsibilities/interventions that they themselves undertake. These would further inform and strengthen the distributive responsibility that the school undertakes for its children.
- For more voices from across the school to be involved and contributive, to the monitoring of Inclusion. The opinion of 'Parent Ambassadors'? Contribution by a representative of the office ... and lunch time supervision?
- To consider an Exit Interview for staff leaving. This would provide for valuable reflection and review.

Element 2 -The Learning Environment, Resources and ICT

School overview commentary.

The learning environment on both campuses of the school has been developed with the following in mind: different types of learner (visual, auditory, kinaesthetic); different ethnicities; languages; age groups; abilities; Special Educational Needs and to reflect life in modern Britain. The school has a focus on “Growth Mind-set” and there being no ceiling to learning.

There is a focussed approach to consistency across the two campuses and within the classrooms through the use of clear policies which directly impact upon the learning environment (behaviour, marking, WALT, WILF, working walls, success criteria and differentiation). The school environment is vibrant and emblazoned with the children’s artwork and achievements in all areas of the curriculum.

Children have ownership of their own learning and independence is encouraged at all times, this includes creating an environment where equipment, resources and next steps for learning are easily accessible.

Every year group in the school has access to a trolley containing ipods, ipads and Mac books as well as the interactive teaching boards in each classroom. IT lessons are taught in a fully equipped IT suite and each class has its own blog where learning and experiences are shared with others including parents. Ecton Brook believes that it is key that children build up a digital fluency, ensuring that they know which equipment/technologies are best to enhance their learning and that those technologies and equipment are accessible at all times.

The library, which is maintained by the children on a daily basis, is a focal point on each of the campuses. Shared reading, whether it be teacher led or pupil led during lunchtimes, is actively encouraged and books are chosen by leadership to reflect all cultures, interests and family set ups.

Children enjoy exploration and discovery through Forest School provision and carefully planned outdoor areas including an outdoor classroom and covered astro turf reception areas. The care of the school chickens and fish, by the children, encourages responsibility and nurture.

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area

To further develop Forest School provision by training additional adults. To embrace the new IT curriculum and increase teachers confidence in delivering sessions that will allow children to independently increase and further develop their programming skills. To move forward with large scale plans to develop playground areas which will offer greater learning and physical development opportunities.

	<ul style="list-style-type: none"> • Garden areas, woods (Forest School) & chicken coop used as learning areas • Accessible library including books for all ages, cultures, languages, interests. Library used for whole class stories as well as book lending • Central cupboards organised by curriculum subject can be found around the school containing resources to support learning. Regular audits by subject leaders area carried out to ensure appropriate resourcing • Resources are shared across the two school sites, including children being transported between sites to access resources • School mini bus for external trips as well as transport between sites • Spare PE kits and equipment is available to children to limit barriers to participation 	<p>Bellinge campus but is open to children on both sites. See the board outside the group room at Bellinge for pictures of activities.</p>
<p>2.4 Differential resources for individual, including specialised, needs e.g. more able learners and/or learners requiring additional support.</p>	<ul style="list-style-type: none"> • Group room on both sites containing a variety of resources and programmes designed to meet the individual needs of some learners. This includes Speech & Language support materials, precision teaching materials, LucidRapid dyslexia indicator test, fine motor skills resources, social skills resources etc. • Scooter board for child with gross motor skills difficulties • Alpha smarts/ipads to support writing • Coloured overlays • Apps to support more & less able children's progress/access to information • FM hearing impairment system in place • Scientific calculators for more able learners 	<ul style="list-style-type: none"> • A visit to the group room and discussion with Inclusion Leader • Year 6 EB
<p>2.5 Communication, oral and written, is effective in supporting learning and teaching including parent</p>	<ul style="list-style-type: none"> • Weekly Heads to Home letter • School /class blogs • Parentmail text service • Termly Learning Conferences • Letters home communicating events & notifications • Termly year group curriculum letters home 	<ul style="list-style-type: none"> • File • Copies in main entrance

<p>needs for translation and interpretation.</p>	<ul style="list-style-type: none"> • Home School diaries & reading records • Homework • Teachers always available at classroom doors before morning register & at the end of the day for informal chats and information sharing • PEPS, IEPs, CAF, Annual Reviews, consultation notes from outside agencies, followed by discussion with those involved, including the child and parent to ensure accurate interpretation. • Translation available through Google & parent networks of same language speakers. • Family Workers communicate with parents and children both verbally and in writing to ensure readiness for school • Attendance letters and meetings with parents to ensure good attendance is achieved • School website including a choice of language tab 	<ul style="list-style-type: none"> • Inclusion file
<p>2.6 Classroom arrangements, including TA deployment and use, support good learning.</p>	<ul style="list-style-type: none"> • Designated Inclusion Team • Focus on “in class support” for children with SEN& EAL • Tick & Star targets for SEN children evident in class work • TAs support children at playtime and lunchtime including in the lunch hall • Time out zones available for all classrooms • 123 Magic behaviour management • School rules displayed • Rewards evident in classrooms • WALT/WILF/ Success criteria in all classrooms • Working walls • Small group and 1:1 intervention • Volunteer readers 	<ul style="list-style-type: none"> • See blue pen marking/targets in children’s class books. See exemplars in Inclusion file
<p>2.7 Positive images of Inclusive practice, displays and</p>	<ul style="list-style-type: none"> • Statement in main entrance • TV monitors in main entrance 	<ul style="list-style-type: none"> • Website/blog • Heads to Home letter (file)

<p>photographs, newsletters are evident.</p>	<ul style="list-style-type: none"> • Displays around school • Library books • School blog and website • Heads to Home letter 	
<p>2.8 Celebrations of achievements at different levels and a variety of means.</p>	<ul style="list-style-type: none"> • Weekly whole school and key stage assemblies (parents included) • School blog celebrates sports events, school visits, art achievements, children's work, class achievements, attendance etc. • School website • Skype between classes & to Headteacher • Weekly Heads to Home newsletter • Display boards and cabinets in classrooms and around school • Awards including runner up in sports school of the year, Science award (PSQM), Gold Northampton in Bloom, Silver Sports Kitemark, • 3rd Millennium school for ICT • County and NPAT sports competitions • Young Voices, Dergate Dance & other music & drama events • NPAT talent shows and music & drama events • Attendance awards • Behaviour awards and certificates, stickers, golden time • Homework awards • Leadership awards for achievements in school as well as out of school • Termly Learning Conferences • Topic days (Vikings, Celts) where parents are invited to share work 	<ul style="list-style-type: none"> • Discussion with Headteacher/parents • Blog & website • See newsletter (file) • Around school • Main entrance of school • Discussion with Headteacher PE co-ordinators/school blog, • School blog • Displayed outside classrooms, discussion with children, copy of award • Discussion with children, copy of learning log, copy of certificates (file) • Discussion with children & class teachers • Topic days shared on blog & photos/work displayed around school

	<ul style="list-style-type: none"> • Letters/ phone calls/ postcards to parents • Christmas & summer performances- also shared with other NPAT schools • Visits to NPAT schools by children & staff to celebrate their achievements • Open days • Sports day • School fetes/Christmas fayre/cake sales with children’s contributions 	<ul style="list-style-type: none"> • See blog, discussion with Headteachers • Discussion with Headteachers, pictures on blog, discussion with children & parents, PTA
<p>2.9 Use of ICT to enhance learning across abilities.</p>	<ul style="list-style-type: none"> • Apple TV in all classrooms including interactive use • Sharing facility in all classrooms. Children working on ipads can share their work with the Apple TV for the whole class to view • ICT (ipads, Macs) available on mobile trolleys in all teaching areas • ipads regularly updated with appropriate apps • ICT suite for whole class teaching • ipods allocated to each class • School blog accessible to all at various times in the curriculum • Cameras including an underwater sports camera available • Skype links between sites and classrooms • Alpha smarts used to support motor skills • Talking tins to support writing 	

	<ul style="list-style-type: none"> • PASS/CATS used to assess and inform interventions • Google + as a means of staff communication to share good practice 	
2.10 Adaptive ICT for individual needs.	<ul style="list-style-type: none"> • Alpha smarts used to support motor skills • FM hearing system in 2 classrooms to support deaf children • Ipods allocated to EAL children for Google translate • Touch type programmes • Phonics programmes to support SEN & EAL 	<ul style="list-style-type: none"> • Year 5 & 6 EB • Year 6 Bellinge Campus
2.11 Additional resources and adaptations for disabled (differently abled) students.	<ul style="list-style-type: none"> • FM hearing system in 2 classrooms to support deaf children • Commissioned Occupational Therapist fortnightly • Teacher for the Deaf • Ear defenders for noise sensitive children • Individual work stations etc. to meet the needs of those children with ASD • Writing slopes, Scooter boards (gross motor) • Additional 1:1 teaching support • Meet & Greet at main entrance to support behaviour/ASD • Literature & games • CPD 	<ul style="list-style-type: none"> • Year 5& 6 Ecton Brook • See Inclusion file
2.12 Resources are purchased to identified need.		

Assessor's Comments: Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- Profound vigilance of resourcing ensures relevance and currency. Impact measurement is assiduous to provide accountability for expenditures.
- All space within the school has a designated purpose ... often a multiple purpose. These designations can change as needs also alter.
- Classrooms provide vibrant learning resources for pupils. Systems are consistent and pupil expectation is secure.
- Staff are aware of a 'Minimum Requirement' for classroom organisation and display. This ensures unanimity of provision and resourcing.
- External expertise adds to the richness of extended learning opportunities.
- Outdoor provision is qualitative and fires imaginative and cooperative play.
- Music has a high priority for resourcing and where necessary, the school subsidises access to tuition and to the acquisition of instruments.
- Clubs and activities invite external support and expertise. Sport is used to exemplify the school's values and also to enrich provision for children with needs or identified talents.
- The dining area has been designed to support and encourage enhanced social awareness.
- There is a qualitative provision for the Family Support Workers. This adds status and value to all that they do. It also provides a strategic safe drop-in space for parents and children.
- IT is qualitatively resourced. The retention of the IT suite facilitates a positive and effective approach to the new Computing Curriculum. Other aspects of technology are evidential throughout the school and are used cross-curricular.



IQM Self-Evaluation Report



- Blogging and Tweeting are used productively and invite peer commentary.

Possible Areas for Development:-

- To consider a 'Memories of Past Pupils' board. This would not only add to the very real commitment to inspire and aspire, but could also provide additional visible support at times of transition. "There really is life after....!"

Element 3 -Learner Attitudes, Values and Personal Development

School overview commentary

Pupils’ attitudes to learning are positive across all subjects and year groups. Pupils and staff have a clear understanding of expectations around behaviour and personal conduct as well as learning outcomes which ensure that all children are reaching their full potential. Children and adults demonstrate respect and understanding for others in terms of different levels of learning; levels of support needed to achieve learning and social and emotional aspects that may affect learning. There is a culture of mutual respect.

Children have ownership of their learning and independence in accessing greater goals is actively encouraged in all classrooms. Collaboration is a key feature throughout the school and is supported through assemblies, Family Worker intervention groups and PSHE & RE sessions. Learning is celebrated at every opportunity and shared with the wider community. The school website has a language choice tab ensuring that language barriers for parents are overcome where possible. All elements of society are included in school life including different socio economic backgrounds, ethnicities, religions & beliefs.

Pupils are provided with opportunities for greater personal development through the provision of a large number of before and after school clubs (over 40) as well as residential trips and visits involving the wider community. The school mini bus provides greater and easier access to many events. Values are developed through exposure to a variety of life situations (school chickens, visits to elderly home, visits to church, farm trips, charity events) as well as a rich and varied curriculum which encompasses life in modern Britain.

Pupil Premium children are not “disadvantaged” at Ecton Brook. Careful use of the Disadvantaged Pupil fund ensures that all children have equal opportunities.

Current affairs are explored through regular assemblies and class access to news topics through the internet. Children have a good awareness of how to keep safe including issues around cyber bullying.

The school’s open door policy, three Family Workers, Learning Mentor, Inclusion Leader and dedicated teaching team, ensure that parents are fully included in supporting pupils’ attitude to learning and their personal development through school life, from the transition from preschool to the transition to secondary school.

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	----------	---	---



IQM Self-Evaluation Report



Future plans in this area

To continue to develop the use of CATS data and appropriate interventions in year 4 to support areas of difficulty which may act as a barrier to children's learning.

To source greater support from outside agencies to support those children with behaviour difficulties which are a direct result of Social, Emotional & Mental Health issues (SEMH)

Criteria	Organisation Evidence	Evidence Location
<p>3.1 Clear understanding of policies on behaviour, bullying, harassment and inclusion.</p>	<ul style="list-style-type: none"> • Policies available to parents and staff on the school website • School training days for all staff include discussion of policies • External CPD for senior Leaders • Anti-bullying week publicised and regular bullying assemblies take place, including cyber bullying • 123 magic behaviour training for all staff. • 123 Magic parent classes • All staff aware of who to discuss issues, related to these areas, with. • TA training sessions throughout the year • Behaviour expectations displayed in all classrooms • All new staff given a brief around policies during induction 	<ul style="list-style-type: none"> • Yearly planner showing sessions • Records of TA training • School rules displayed • Induction documents
<p>3.2 Effective induction and transition</p>	<ul style="list-style-type: none"> • New staff induction meeting and booklet • New staff buddied up with existing member of staff • Mentors allocated to new teachers • New child induction booklet & buddy system • EAL induction booklet & buddy system • School open evenings • Reception year induction days with parents prior to starting school • Home visits for any new child to the school & all reception new starters • Transition days to secondary schools for year 6 pupils including additional days for vulnerable pupils • Transition visits accompanied by the Inclusion Leader for those children who transfer to special provision. • Inclusion Leader visits to preschools where children have been identified as having a special need prior to their arrival at Ecton Brook. 	<ul style="list-style-type: none"> • See file • See file

	<ul style="list-style-type: none"> • Meetings with parents prior to a new child attending school. • Regular, planned transition visits between reception year and year 1 during the summer term • Transition day and additional visits between KS1 & KS2 during the summer term • Data including soft data shared with new class teachers prior to the beginning of the year • Part time timetables to support children with barriers to learning • Early identification of barriers to learning through commissioned Educational Psychology, Occupational Therapy & Speech & Language. 	<ul style="list-style-type: none"> • Inclusion file
<p>3.3 Respect for others and appreciation of different needs</p>	<ul style="list-style-type: none"> • School Mission Statement • NPAT mission statement • Every school policy reflects inclusion • Assemblies • “CARE” • PSHE & RE • Respectful recognition that not all children wish to attend religious events and additional provision provided • Family Support including CAF, LAC, 1:1 child and adult support • Weekly safeguarding meetings • Differentiated class work in all subjects • Breakfast club • Circle times • School rules & consequences if they are broken • School displays represent the school population • Governor assigned to examine how school prepares children for life in Modern Britain 	<ul style="list-style-type: none"> • Policies • See file

<p>3.4 Know how to access school support for individual needs.</p>	<ul style="list-style-type: none"> • 4x Designated Safeguarding Officers & Governor displayed in main office • Designated Inclusion Team • Designated Group Room • Classrooms etc. all display adults names and photographs • Designated First Aiders • Family Workers open door policy • Group & 1:1 work with Family Workers ensuring children know who they can talk to for help • Assemblies • Designated playground adults • Website & blog • Designated IT support 	<ul style="list-style-type: none"> • Group room • Classrooms • Discussion with Family Workers and children
<p>3.5 Have a clear view of how to improve their learning.</p>	<ul style="list-style-type: none"> • Marking policy displayed in classrooms • WALT/WILF & success criteria used in most lessons • Next step marking in books & children's responses • Targets in children's books • Verbal feedback from adults • Working walls • Self & peer assessment • Paired talk • Award certificates • Growth mindset a school focus • CARE • IEPs • PEPS • Annual reviews • Language in Common forms/targets • Termly Learning Conferences 	<ul style="list-style-type: none"> • Marking policy • Classrooms & children's books • See file • See Inclusion file • Discussion with children

	<ul style="list-style-type: none"> • School Council • Play Leaders 	
<p>3.6 Demonstrate personal and community responsibility.</p>	<ul style="list-style-type: none"> • Buddy system • Young leaders • Class monitors • School Council • Eco committee • Recycling • Music & drama visits within the community & to other NPAT schools • Junior Wardens • Bikeability • County sports events • Links with local church • Opening of new Co-op (Bellinge campus) • Harvest food collection • Christmas shoe boxes for Africa • Children in Need/Cancer charities and other charity event days • School fetes • Residential courses and school trips • Life skills groups • Care of garden areas and chickens 	<ul style="list-style-type: none"> • School blog and website, photos around the school, discussion with staff and children. • Observe children’s conduct around school
<p>3.7 There is visible evidence of inclusive behaviour – from staff and/or children.</p>	<ul style="list-style-type: none"> • Differentiated work & classroom organisation • Celebration assemblies • Class rewards • Different views, moral beliefs & cultures reflected in lessons where appropriate • Circle time • Induction of new pupils & staff & buddy system • EAL needs met through the use of IT 	<ul style="list-style-type: none"> • observation

	<ul style="list-style-type: none"> • School values reflected in day to day conduct of staff • High expectations of all children including behaviour expectations • School council • Planning for vulnerable groups including transition • Family support worker & support for vulnerable children • Pupil Premium expenditure • Before & after school clubs (around 40) • House points • Office staff support for parents and access to IT available • Parent groups & courses offered • Family Worker outside front of school every morning for informal chats • Extra-curricular activities promoted and priority given to Pupil Premium children • Pupil Premium children funding for music/drama/equipment/additional support • School displays include representation of all children • SMSC displays • Staff and child conduct around school (walking, holding doors open, saying good morning) • Open door policy and teachers always available at classroom doors at the beginning and end of the day • Termly Learning Conferences 	<ul style="list-style-type: none"> • See Pupil Premium file • Discussion with Family worker • See Pupil Premium file
<p>3.8 There is a culture of mutual respect.</p>	<ul style="list-style-type: none"> • All school policies reflect this • Confidentiality a priority and discussed during new staff interviews and induction • Safeguarding training • School rules 	<ul style="list-style-type: none"> • Website

	<ul style="list-style-type: none"> • CARE • Other languages & cultures are celebrated and acknowledged through celebrations such as Eid and Diwali • RE lessons reflect a variety of religions • School Council, Eco Committee, clubs 	<ul style="list-style-type: none"> • Displays around school
<p>3.9 Classroom behaviour managed effectively; supporting learning.</p>	<ul style="list-style-type: none"> • Behaviour policy • Behaviour expectations displayed in classrooms • 123, Magic in all classrooms • Yellow card system • Time out offered • Behaviour & Handling plans in consultation with parents • Communication with parents where issues present themselves • TA training • Inclusion Team support • Growing Talent for Inclusion Programme (run by Educational Psychologist) • 1:1 work stations available 	<ul style="list-style-type: none"> • See classrooms • See Inclusion file • Discussion with Inclusion Leader
<p>3.10 Take on responsibility to support school aims.</p>	<ul style="list-style-type: none"> • School Council • Eco Committee • Class monitors • Play Leaders • Junior Wardens • Digital Leaders • Star of the Week Awards • House Points • Attendance Awards 	<ul style="list-style-type: none"> • Discussion with Head teachers and children • Displays around school

		<ul style="list-style-type: none"> Attendance awards displayed outside classrooms
3.11 Out of class activities take up.	<ul style="list-style-type: none"> Over 40 before & after school clubs offered as well as sports, drama & music activities offered during the school day Whole school tracker for take up Free & paid activities available (PP funding available) Breakfast and After School Club Residential trips Forest School on site Pupil Premium children given priorities in many areas Variety of curriculum school trips Booster groups Life bus Visits to the Library for all classes Cycle training Swimming Y5 Visits to church Fire Service visit Young Voices (music), Derngate Dance Cluster & NPAT sports events 	<ul style="list-style-type: none"> See Pupil Premium file (tracker) for list of activities offered to all children School Vision
3.12 Range of out of class activities offered.		<ul style="list-style-type: none"> Website & blog
3.13 Learners have aspirations for the future.	<ul style="list-style-type: none"> Assemblies around various topics & aspirational people Rewards & celebrations for achievements outside & inside of school and encouragement to pursue strengths Pupil Premium funding used to encourage/support aspirations Visitors to school from various walks of life Paralympic sports person & Olympic sports person supporting school Race for Life 	Discussion with Neil Woods, Debbie Archer, Elaine Ford

	<ul style="list-style-type: none"> • Enterprise Week • Science workshops • Working with local schools to raise aspirations for all 	
<p>3.14 Learners are regularly consulted about school issues, with outcomes considered and addressed.</p>	<ul style="list-style-type: none"> • School council • Pupil views during recruitment • Termly Learning Conferences – follow up discussion • Circle times • PASS data • Assemblies • Votes on the blog & in school 	<ul style="list-style-type: none"> • Discussion with children • See PASS data

Assessor's Comments: Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

- Positive exploitation of the two sites means that children can take advantage of a rich array of resourcing and also of different social experiences. Pupils share events; picnics; camping etc. “Where there’s a will, there’s a way!” Physical barriers of distance have no influence on the potential to act in Ecton Brook!
- Assemblies provide opportunities for shared anticipation and expectation. There is an enjoined spirit of engagement and enjoyment. **“Bringing together is so very valuable”**.
- Children evidence a willing readiness to listen. This reflects the quality of anticipation. They sustain focus and concentration.
- Behavioural protocols are revisited and reinforced in engaging, non-authoritarian, ways.
- The expectation of fun and enjoyment come with the shared responsibility for understating the margins and perimeters. Expectations are participative.
- Children know that there is ready support and help if they need it. The work of the Family Support workers is invaluable to the sustainability of emotional and social well-being for the pupils here. The children know that **“it is safe to talk”**.
- The Expressive Arts feature prominently in the curriculum provision. Learning and gaining confidence works in parallel with enhanced achievement.
- The children gain from knowing that the work they produce is often for another school- children’s audience.
- Transition to secondary school is a time of focused support for the children. Family Workers plan to extend their sphere of influence beyond the Y6/7 transition.
- Joint projects encourage collaborative and participative skill building in children.

- Staff ensure that there is no slippage of key protocols of behavioural expectation.
- Skills for life are taught through such initiatives as Bikeability and the regular exposure to strategies to combat Cyber Bullying and to give pupils Internet Safety.
- There are many roles of responsibility for the children to undertake. Young Leaders receive emphatic training and their pride in what they do and how they can help other children, is very clear.
- Lunch Clubs provide a place of emotional safety for children. Needs drive access and support.
- Children said **“This is a loving place!” “It is very individual!” “Everyone’s included and we grow lots of confidence!”**

Possible Areas for Development:-

- To further enhance the transition programmes it is suggested that post-transition buddying be considered. This would be set up before vulnerable children left so that they could grow friendships and then have an identified person to go to for help, if needed, at the secondary school. It could also necessitate post transition visits back to Ecton Brook so that they could cascade their experiences and then be ready to offer support to the next tranche. It would become a cyclical process.
- To consider raising the status of School Council membership by utilising similar training processes that happen for Young Leaders. It is also thought that School Council should be empowered to organise their own meetings and construct agendas that enable a response to issues that they identify. (The Buddy Benches?)

Element 4:- Learner Progress and the Impact on Learning

School overview commentary - based on interpretation of school data (both current data as well as previous years' outcomes)

The reception year baseline assessments show that the school's pupils start reception year well below national in all areas. Ecton Brook ranks in the 8th percentile of all schools in England for progress between KS1 and KS2.

Year1 phonics above national by 9% - above national has been the trend for the last 3 years.
Year 2 phonics in line with national

Year 2 Levels are broadly in line with national. Reading & maths at level 3 are lower than national however data for this year group from reception showed a significantly lower than national, high ability group. The gap has narrowed since the end of reception year. The school improvement plan targets this group of children. Past level 3 data has been at national levels and predictions show that the next two years should be at or above national levels.

Last year in KS1 47% of year 2 children were disadvantaged pupils. These children were above national in all areas. The gap has narrowed between disadvantaged and other children.

End of KS2 results are well above national in maths and writing and at national for reading. Pupils with low prior attainment achieved significantly higher than national in all areas. Writing 82% achieved level 4 against national 43%. Children with SEN achieved well above national for level 4 combined at 67% compared with 36% nationally.

Level 5 combined was above national and SEN at level 5 was well above national.

Pupil Premium children out performed national by 20% for combined English & maths.

Average points score is above national and has shown an improvement every year for the last 5 years. APS shows that the schools disadvantaged children are narrowing the gap year on year with national APS.

Value added since year 2 is significantly above national average.

Overall the average point score has risen to in line with national average and this is the schools highest APS in 5 years.

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area

Continue to ensure the following:-

- Termly pupil progress meetings to highlight underachievement, low attainment pupils who are more able and those with possible SEN.
- Provision mapping.
- Pupil level tracking and target setting.
- Performance management.
- Coaching using the learning and teaching framework.
- Commitment to effective assessment for learning.
- High level of training and CPD including training for all new teaching assistants to ensure consistency.
- High quality AFL strategies.
- Clear behaviour systems and sanctions.

Criteria	Organisation Evidence	Evidence Location
<p>4.1 Analysis- evidence that data informs teaching and learning at an individual level.</p>	<ul style="list-style-type: none"> • SIMS data tracking • Pupil Progress Meetings termly • Assessment for Learning evident in lessons/planning and children’s books • Differentiated WILF • PASS data and intervention on 1:1 or group basis • Baseline data from pre schools • Baseline data provided to secondary schools • Staff appraisal linked to needs of class and data • Ability grouping in core subjects where appropriate • IEPs & provision mapping • PEPs • EHC plans/statements • Language in Common tracking forms • Welcome screening for all entering reception year (S&L baseline) • Next step marking and children’s responses • NPAT moderation meetings termly • Regular subject leader moderation 	<ul style="list-style-type: none"> • See file • See Neil Woods • Visit classrooms • See file • See Inclusion file
<p>4.2 Different learning needs are identified and acted upon.</p>	<ul style="list-style-type: none"> • As above • Initial concern forms filled in for leadership • FM hearing system Year 6 • Equipment to support fine & gross motor skills • Commissioned EP, OT and S& L advice followed and tracked through IEPs 	<ul style="list-style-type: none"> • As above

	<ul style="list-style-type: none"> Family Support Workers – group and 1:1 support identified to support readiness to learn 	
4.3 Variety of teaching and learning approaches evident.	<ul style="list-style-type: none"> VAK demonstrated in all classes as appropriate Working walls/talking tins/IT/ variety of equipment in all classrooms ICT suite/mobile technology 1:1 & group work as appropriate Visual timetables in many classrooms Drama for writing used throughout the school Sarah White practical maths approach including mastery curriculum SEN tick & Star small target work linked to class work Learning through play and exploration – Reception year 	<ul style="list-style-type: none"> Visit classrooms
4.4 Learning plans are adapted to developing needs.	<ul style="list-style-type: none"> Differentiated daily planning – all subjects AFL at the beginning of new topics then planning adapted Differentiated WILFs accessible to children Success steps and criteria allow children to move their own learning forward Pre teach where appropriate EAL support/ visual aids as appropriate IEPs PEPs 	<ul style="list-style-type: none"> Visit classrooms See Inclusion file
4.5 Learner attainment is regularly tracked	<ul style="list-style-type: none"> SIMS data initially shared in September to ensure new class teachers are aware of their pupils levels followed by SIMS data input Dec, April, July followed by Pupil Progress meetings Triangulation of data, book scrutiny and planning Children’s personal targets regularly updated End of Unit writing – independent work, moderated by subject leaders, self-assessed on marking ladder by children to generate their next steps in terms of attainment 	<ul style="list-style-type: none"> See file See End of Unit books in classes See planning

	<ul style="list-style-type: none"> • Levels clear on planning • IEPs, PEPs • Parent meetings and reviews • Whole school moderation & whole academy moderation 	<ul style="list-style-type: none"> • See Inclusion file
4.6 Learning targets are known to learners and staff, supporting progress.	<ul style="list-style-type: none"> • WALT displayed in all lessons • Differentiated WILFs (targets) to support learning displayed • Next Step marking and children's responses • Peer marking • Verbal feedback given (v marked in books) • Children share IEPs with parents & staff & self-assess against targets • Tick & Star targets created by the child and SEN TA • Ages & Stages forms shared with EAL children & staff • PEPs shared with children & staff • Behaviour plans shared with parents, children & staff • Planning shared with TAs • TA training for consistency in marking, maths, drama conventions 	<ul style="list-style-type: none"> • Classroom observation and classwork • Inclusion file • TA training session agenda
4.7 Feedback from teachers, oral and written, and self-evaluation makes a positive contribution to learning.	<ul style="list-style-type: none"> • Marking Policy • Inclusion Policy • Termly Learning Conferences • Purple Pen marking (Pupils responding to teacher's comments) 	<ul style="list-style-type: none"> • Website • Children's books
4.8 Evidence of good achievement across all identifiable groups.	<ul style="list-style-type: none"> • RAISE online • School data • Pupil Progress Meetings • Dashboard • SEF/SIP 	<ul style="list-style-type: none"> • See RAISE • See PAMS • See inclusion file (data)

<p>4.9 Evidence of evaluation of outcomes and adapted practices, for all groups.</p>	<ul style="list-style-type: none"> • Pupil Progress Meetings • Data analysis reports highlighting groups to be targeted • Provision map • Welcome screening in reception year • Ages & Stages • PASS data analysis and intervention groups • CAF & PEP 	<ul style="list-style-type: none"> • See PAMS • See inclusion file
--	---	--

Assessor's Comments: Element 4– Learner Progress and the Impact on Learning

Strengths:-

- Assessment processes are rigorous. There is a clear calendar of processes and connectivity ensures clarity of data analysis. Regular scrutiny meetings ensure that information and interventions are current and relevant to purpose.
- Colour coding in collation of assessment data enables the rapid extrapolation of information.
- The process for SEN throughout the school is breathtakingly pragmatic. Vigilance is constant in order to ensure accountability of impact. The organisation of support ensures that it is a collaborative endeavour and therefore learning programmes completely reflect and are driven by the work within the classroom. There is a profound capacity to deconstruct backwards, from the desired outcome back to the starting point. This enables better definition of the incremental learning steps then required.
- Information is shared and staff ensure that there is a collective and understood response to need.
- Entry and exit criteria for interventions are measured by impact identified at assessment meetings. Information is collated from all sources.
- Marking processes involve the Stars and a Wish, WALT and WILF and Purple Pen responses. Pupils were able to explain the strategies used by teachers.
- There is a richness of recorded marking commentaries and conversations in books higher up the school.
- The Family Workers provide crucial information and knowledge of children and their families that impact on capacities to learn and to grow life skills. Early assessment and identification of need is profoundly effecting of achievements.
- There is clear evidence of differentiation and also of different approaches to learning and teaching.
- Evaluation, recording and feedback by all staff is thorough and comprehensive.
- Weekly Safe Guarding meetings ensure that each child's needs are visible and addressed.

IQM Self-Evaluation Report

- Talk Partners enable pupils to practice and apply their learning.
- PASS is used to monitor the emotional wellbeing and resilience of pupils and to build programmes of support. Its impact is positive and emphatic.
- Pupil Premium is used to optimum affect. Impact measurement ensures clarity of the match of intervention with impact.
- Pupils readily articulate their learning and demonstrate enthusiasm and support of teacher help and support.
- Children understand the behaviour protocols and the incremental systems for reward.
- Learning is exciting and challenging. Pupils are able to extend and expand on the knowledge gained.
- Scaffolded learning ensures that children are then enabled to build reasoned argument and informed opinion.

Possible Areas for Development:-

- To monitor for pupil responses when a question in marking is posed. It was not seen to always happen and children also remarked on this.
- To consider constructing marking criterion sheets for peer marking. Not only would this focus the children's scrutiny but would be a tool of revisit of learning.

Element 5 – Learning and Teaching (monitoring)

School overview commentary (Evidence supplied from in-school monitoring visits. Comment on the breadth of opportunities available to support specific needs.)

Ecton Brook is a progressive school where new ideas and developments in teaching and learning area embraced. We recognise the value of working in teams, not only in year groups and whole school but also as part of NPAT. Collaboration ensures high levels of inspiration, quality planning and resources and quality moderation, all of which enrich the learning experience for our children and ensure that our children are given excellent opportunities to excel.

Teacher’s development is vital to the progress of the learning and CPD, regular training sessions in staff meetings and focussed target setting through performance management ensures that the children’s aspirations for learning are high.

The school has a dedicated Inclusion Team and commissions the support of an Occupational Therapist, Educational Psychologist and Speech & Language therapist in order that specific needs can be effectively met.

The Inclusion team works closely with teaching staff and parents to ensure that the IEP is a working document.

Pupil Premium expenditure is closely tracked to ensure that individuals are given additional learning opportunities including 1:1 tuition, music and drama to develop confidence.

Consistency is an important focus for the school in order to ensure that children are given the same message regardless of year group, in terms of behaviour, next step marking, WALT, WILF, peer marking and discussion and purple pen improvement.

The planning process in all subjects begins with long term aims and links with other relevant areas of the curriculum. It is then broken down into short term planning which takes account of the cohort and a variety of individual learning styles and needs. The short term planning then informs detailed daily planning where individual learning and need is monitored and planning is adapted for the next lesson.

There is clear triangulation between planning, children’s books and teaching and learning through termly learning walks and observations by the leadership team.

Percentage of lessons at good or better =

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area

To continue to develop learning walks and team leader files.

To continue to forge links with NPAT academy schools; this will support excellent practice.

Criteria	Organisation Evidence	Evidence Location
5.1 Performance management targets have an impact on learning and teaching	<ul style="list-style-type: none"> • All teachers work with head teachers to set initial performance targets which are reviewed mid-year and assessed at the end of the year • All support staff work with leaders to set performance targets, some of which are whole school based and some individual. These are reviewed mid-year and end of year • Lesson study used as a means of monitoring impact of targets on teaching and learning • Pupil voice, learning walks involving discussion with children 	<ul style="list-style-type: none"> • Performance management records • Year group leadership files
5.2 The school Learning and Teaching policy is well implemented and monitored.	<ul style="list-style-type: none"> • Weekly senior leadership meetings • Weekly staff meetings • Regular whole school training days 	<ul style="list-style-type: none"> • Learning & teaching policy
5.3 L&T plans and schemes of work are adapted to local (individual) needs.	<ul style="list-style-type: none"> • Weekly year group planning meetings to adapt planning to the needs of the cohort • Daily planning indicates target children by name • Daily planning indicates where support staff will be used for impact 	<ul style="list-style-type: none"> • Teacher's planning
5.4 Awareness of, and provision for, individual learning needs.	<ul style="list-style-type: none"> • Pupil progress meetings termly • Outside agencies reports & advice • IEPs, PEPs • Provision mapping • Pupil Premium tracking 	Examples in Inclusion file

<p>5.5 Awareness of expected outcomes at year end.</p>	<ul style="list-style-type: none"> • SIMS data • Pupil progress meetings • RAISEonline • Academy & year group moderation meetings 	<ul style="list-style-type: none"> • SIMs • RAISE • Pupil progress sheets
<p>5.6 Lessons have clearly articulated purpose, including clear differential expectation and engaging contexts for learning are developed where appropriate. A range of L&T approaches used.</p>	<ul style="list-style-type: none"> • Weekly PPA sessions including moderation of ideas • Lesson plans indicating target groups and expected outcomes • Lesson plans indicate the role of the TA and/or the IT which may be used, including links to websites and resources 	<ul style="list-style-type: none"> • Lesson plans • Visits to classrooms
<p>5.7 All resources, including TA and ICT are used appropriately and effectively to enhance learning.</p>		
<p>5.8 Communication within classroom effectively supports learning.</p>	<ul style="list-style-type: none"> • WALT/WILF displayed • Working walls • Visual timetables/prompts • Lolly sticks & talk partners used in all classrooms • Working groups made clear • Behaviour rules displayed • Verbal feedback given & verbal responses for improvement given or purple pen used for improvements • Written feedback/marking and use of purple pen in order that children can communicate their improvements back to the teacher • Peer marking • Next step marking 	<ul style="list-style-type: none"> • Visits to classrooms
<p>5.9 Effective engagement with learning and oral feedback and guidance supports learning.</p> <p>Self and peer assessment supports learning.</p> <p>Written feedback offers guidance for future learning.</p>		

IQM Self-Evaluation Report

<p>Lesson outcomes inform developing planning.</p> <p>Teacher records monitor progress and identify interventions.</p>	<ul style="list-style-type: none"> • Annotated planning highlighting areas for development both whole class and individual • Daily annotated planning reflects groupings in order to ensure progress for all 	
<p>5.10 Reports to parents are detailed, informative and support future learning.</p>	<ul style="list-style-type: none"> • Termly Learning Conferences twice per year • End of year written report • IEPs • Outside Agency feedback meetings to parents • Annual reviews • PEPs 	<ul style="list-style-type: none"> • Discussion with class teacher • Inclusion file

Assessor's Comments: Element 5– Learning and Teaching (Monitoring)

Strengths:-

- Visibility and transparency are the corner stones of the teaching strength here.
- PPA is a participative endeavour and builds strength and creative thinking.
- Staff Reviews provide opportunities for staff to talk about preferences, achievements and so on. Leadership considers choices but maintains the right to consider first, the greater good for the children. An annual SWOT analysis with all staff supports the leadership in understanding the emotional heart of their staff and of their school.
- The Team structures ensures vigilance of wellbeing.
- The ease of interaction and involvement between staff reflects the strength of the shared spirit here.
- Action and gesture are used to anchor learning.
- Growing pupil voice is an essential tool within the teaching repertoire.
- Teachers ensure an environment of vibrancy and relevance of learning prompts within their classrooms.
- There is no complacency in achievement and aspiration is lifted as opportunities are presented. Extended learning is enhanced and inspired. The challenge is ever present to exceed expectation. Techniques are built to better support heightened achievement.
- Teachers demonstrate a readiness to 'spot' effort and to offer exposed (and therefore, cascaded) praise and celebration.
- Strategies are investigated that will support the necessary learning in school. Evaluation, observation and then amendment ensure sustainability of purpose and relevance.
- Performance Management and Appraisal are vibrant tools of self-review and reflection.

IQM Self-Evaluation Report

- The process of IQM has **“made us realise that we DO it!”**.
- Staff designation and deployment is relevant to changing needs. The support for individual pupils aims at moving away from a dependency culture.
- There is clear expectation that all staff will be part of the extended life of the school. Everyone feels enrolled to purpose.

Possible Areas for Development:-

- To consider more formal teaching observations and feedback of support staff. This would then reinforce and acknowledge the value placed on skills and expertise.
- To consider a formal capture of the opinions of the many professionals within the school by circulating a pre-report writing pro-forma. This would also result in an increased awareness of the whole staff, of the work that each member undertakes.

Element 6:- Parents, Carers and Guardians (referred to as parents in document)

School overview commentary (please include results of surveys/questionnaires)

Parent Questionnaire October 2014 (Around 70% of parents in the school took part in the survey)	Strongly agree	Agree	Disagree	Strongly disagree	Don't know
My child is happy at this school.	70.3%	28.5%	0%	0.8%	0.4%
My child is safe at this school.	75.6%	25.9%	0%	0%	0.8%
My child makes good progress at this school.	69.2%	30.4%	0%	0%	0.4%
My child is well looked after at this school.	72.2%	27%	0.4%	0%	0.4%
My child is taught well at this school.	69.6%	29.2%	0%	0%	0.4%
My child receives appropriate homework for their age.	49.0%	42.2%	3.4%	0.4%	4.6%
The pupils at this school are well behaved.	37.6%	51.3%	2.6%	0.8%	7.2%
The school deals effectively with bullying. (Bullying = several times on purpose, not one-off incidents)	45.3%	33.5%	2.6%	1.1%	17.1%
The school is well led and managed.	63.5%	32.7%	0.8%	0%	1.1%
The school responds well to concerns I raise.	55.9%	36.9%	.49%	1.1%	4.5%
I receive valuable information from the school about my child's progress.	60.0%	28.5%	1.9%	0.4%	1.9%
Would you recommend this school to another parent?	99.2%	0.8%0.4% not sure			

The school places a high value on the input and contributions that parents make in terms of the children’s learning, attitude to school and personal development. Parental contribution is seen as a key factor in ensuring that all of the children in the school are happy, engaged learners who feel safe and valued in school.

Excellent communication between parents and school is vital in order to support children and the school works hard to continually develop and maintain good relationships. The school works in partnership with parents through the use of the school website, blogs, twitter, Termly Learning Conferences, open sessions, weekly Head to Home newsletters, parent surveys and a general open door ethos. Parents are also consulted on policies for example the Behaviour Policy

The role of the three Family Workers is vital in developing strong home school links. Home life for many of the children at Ecton Brook has a marked impact on their readiness to access school and learn. The school often acts as a trusted facilitator and link between outside agencies including social workers, police and counselling support services in ensuring that families and ultimately children’s needs are met.

Parents are invited to share and celebrate their children’s work and achievements through weekly celebration assemblies, Termly Learning Conferences and open days as well as the daily communication between class teachers through home school diaries. Parents are encouraged to let the school know about achievements such as karate or swimming awards which may have been achieved outside school in order that they can be shared with other children.

The importance of parents having access to resources and being aware of new strategies, developments and methods of teaching are also a focus for the school. Regular workshops including phonics, reading strategies and maths are available for parents to attend. The school has also developed its use of Numicon as a maths resource and parents have been able to buy those resources, at a reduced price, to support their child at home. Kinetic Letters is another new initiative in school where training has been made available for parents. Parents are also invited to have 1,2,3,Magic behaviour training if they are having difficulty at home with their child. This is a strategy which is also used in school and the continuity between home and school has proved very successful in supporting some children with their behaviour.

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area

- To continue to provide up to date training for parents where appropriate.
- To look for additional opportunities to include parents in whole school project days.
- To make greater use of skills that parents have that could be shared with groups of children
- To encourage parents from different job areas to talk about their experiences and create aspirations for the future in children.

Criteria	Organisation Evidence	Evidence Location
6.1 Parents have opportunities to be involved in their child's education.	<ul style="list-style-type: none"> • Termly Learning Conferences • School Blog • Annual Reviews & other SEN reviews • Learning logs • Parent classes (phonics, kinetic letters, maths) • Reception open sessions • Open door policy/teacher at class door am/pm • Parent Questionnaires • Celebration assembly weekly 	<ul style="list-style-type: none"> • Discussion • See blog • Discussion • Discussion with Marie Norris • Discussion with Neil Woods
6.2 Two-way communication, by a variety of means, is easy and effective, supporting inclusion.	<ul style="list-style-type: none"> • Heads to Home – weekly news letter • School/ class blog • Home visits • Parent mail • Facebook • Home/school diaries • Email & phone call • Direct phone line to Family Support Worker • Family Support Worker outside school door at the start and end of day • Parenting classes 	<ul style="list-style-type: none"> • Discussion • Discussion with Family Worker, Maggie Gleeson • See diaries • Discussion with Family Support Worker
6.3 Parents are confident that their children are valued and included.	<ul style="list-style-type: none"> • School blog • Parent View • Parent questionnaires • Blog comments 	<ul style="list-style-type: none"> • Discussion Neil Woods

<p>6.4 Parent-teacher discussions and reports are productive and supportive of learning progress.</p>	<ul style="list-style-type: none"> • Termly Learning Conferences – how to support your child suggestions discussed • Home/school reading records ensure expectations are met • School reports (parents invited to comment) Any concerns are followed up by the deputy head • Meetings with Educational Psychologist/Occupational Therapist etc. = parental involvement in target setting and strategies to support at home and school • CAF 	<ul style="list-style-type: none"> • Discussion with class teachers • Discussion with Inclusion Leader, Louise Hyslop • Discussion with Family Worker, Maggie Gleeson
<p>6.5 Parent concerns are addressed.</p>	<ul style="list-style-type: none"> • CAF • Open door policy • Informal & formal meetings • Any concerns shared on the children school reports are followed up 	<ul style="list-style-type: none"> • Discussion with Inclusion Leader, Louise Hyslop
<p>6.6 Parents are involved in decisions about their child.</p>	<ul style="list-style-type: none"> • Family worker meetings/CAF • SEN reviews • Meetings with outside agencies, class teachers & inclusion team • Termly Learning Conferences • Permission letters • Parent “Talk About School” sessions & parent questionnaires • Parenting classes 	<ul style="list-style-type: none"> • Discussion with Family Worker, Maggie Gleeson • Discussion with Inclusion Leader, Louise Hyslop • Discussion with Neil Woods

IQM Self-Evaluation Report

<p>6.7 Parents value the school.</p>	<ul style="list-style-type: none"> • Comments on school blog • Parent questionnaires • Home school books • PTA and support for school events • Termly Learning Conferences • Parenting classes • Celebration Assembly 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer
<p>6.8 The school regularly seeks parents' views on a range of school issues.</p>	<ul style="list-style-type: none"> • Parent "Talk About School" sessions & parent questionnaires • Permission slips • Heads to Home letters • Termly Learning Conferences • Open days 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer

Assessor's Comments: Element 6 - Parents, Carers and Guardians

Strengths:-

- **“This school is behind US.... It is in OUR corner... it helped me to help him ...everything they could do, they’ve done... don’t make us feel we’re failing... they know that everything WE do, impacts our children”** This really says it all.
- The Family/Support Workers provide crucial support, counselling and advocacy for this community. They are conduits for extended action and advice and are viewed within a relationship of trust, openness and honesty. They go that extra mile to ensure support, reassurance and hope.
- All new admissions (including mid-term) receive home visits. These set the standard for the growth of the meaningful relationship between school and the home. Building holistic profiling enables the Family/Support Workers to extend their potential to influence. These visits continue after admission and are often spontaneous but demonstrate the extended vision of care that the school holds.
- The merger enabled the school to evaluate and to respond more appropriately to the differing demographics. Parents feel that there is no difference between the sites and that expectation is clear and equitable.
- There is constant invitation to help and to be involved. Access is never denied.
- There is total reassurance and confidence in the safety and security that the school maintains for their children.
- Parents are invited in to share in certain aspects of provision in Early Years. This makes it possible to enlist their support as they gain the required knowledge with their children.
- Mechanisms for effective communication proliferate! Parents readily access the website and appreciate the regular newsletter updates.
- The joint PTAs together fund and organise the Year 6 Prom.
- No child is excluded from participating in visits etc. Finance is not an issue to prevent a child from joining in the many aspects of extended provision.

IQM Self-Evaluation Report

- The presence of a member of the Family Support group in the playground at the end of the day provides a valued access to communication and the sharing of concerns.
- SEN feedback to parents occurs regularly and spontaneously. This adds to the currency, visibility and connectivity of all supported learning approaches.
- There is a full complement of staff available at Parents' Evenings.
- Coffee mornings for parents are an informal way of providing yet more opportunities for sharing information.
- Programmes for security of admission and transition are personalised and clearly flexible to individual needs.
- The expressed parental feelings of the extended (“**above and beyond**”) care and support that the school gives are moving and humbling. It is clear that the school knows its families and constantly seeks to build and grow relationships that are meaningful and trusted. It is definitely a case of a profound understanding that it takes a ‘whole village to raise a child’.

Possible Areas for Development:-

- Parents were not aware of the identification of governors. To better grow the bonds of unified action and practice, it is suggested that perhaps there could be an ‘Adopt a Governor’ initiative for classes or year groups. This would not only personalise governors but also help to advertise what they do more succinctly.
- Your parents are wonderful ambassadors of the school’s ethos. Why not formalise this and give them Ambassador status and title? They could then not only be ready contributors to the Inclusion Audit but more importantly, they could offer off site support to other parents, new to the school.

Element 7:- Governing Body and Management:- External Accountability/Support

(LA, Academy Trust, external validation)

School overview commentary

Regular Governor meetings are held at the school and minutes are available for all staff.

Governor minutes are shared with the NPAT Strategic Director.

There are good relationships between staff and governors.

Governors and Leadership actively seek out the views of staff through regular questionnaires and feedback sessions.

Governors are visible to parents and attend school functions and Termly Learning Conferences.

Senior Leaders, including the Inclusion Leader, liaise regularly with appointed Governors to ensure that inclusive practice is monitored rigorously and continually developed, improved and implemented.

Training, including Safeguarding, is provided and updated as appropriate.

Data, including inclusion data is shared with Governors termly.

Governors supported the appointment of 3 Family Workers to ensure that the needs of all pupils are met. Impact is monitored by leadership and shared with Governors termly.

There is a clear intention to plan for strategic vigilance of staff well-being

Individual governors endeavour to talk regularly with parents and try to ensure their own accessibility

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---



IQM Self-Evaluation Report



Future plans in this area

To continue to utilise the expertise in NPAT and develop good practice and collaboration further.

To continue to seek opportunities which make Governors visible to parents.

Criteria	Organisation Evidence	Evidence Location
<p>7.1 The Governing Body is committed to the Inclusion ethos of the school and related policies.</p>	<ul style="list-style-type: none"> • Ratification of policies • Appointed Governors for key areas of school including Life in Modern Britain • Regular visits/observation • Governors included in interview process for all staff • Regular attendance at meetings where reports/ information is shared • Governors involved in the school mission statement and SIP • Governor CPD 	<ul style="list-style-type: none"> • Discussion with Governor
<p>7.2 The Governing Body has undertaken training across a range of needs and has a plan for future identified needs.</p>	<ul style="list-style-type: none"> • Governor CPD including safeguarding & safer recruitment • Vulnerable groups identified and shared with Governors. Governors involved in planning staffing to meet those needs. 	<ul style="list-style-type: none"> • Discussion with Governor • Governor meeting minutes
<p>7.3 There is a named Governor linked to SEND, inclusion, safeguarding.</p>	<ul style="list-style-type: none"> • Yes for all elements 	<ul style="list-style-type: none"> • Discussion with Governor
<p>7.4 Governors are clear in their support and challenge roles.</p>	<ul style="list-style-type: none"> • Safeguarding audit Governor induction – formal • Governor information induction • Child protection, Safer recruitment training undertaken • Governors support school in financial planning • Governors have a variety of skills and qualifications • Governors actively involved in school evaluation • Governors form a part of the recruitment process 	<ul style="list-style-type: none"> • Discussion with Governor

<p>7.5 Governor committee agendas and minutes show evidence of Inclusion discussions.</p>	<ul style="list-style-type: none"> • Pupil progress discussions • Staffing SEN team • Headteacher’s report including attendance, behaviour and exclusions • Finances linked to breakfast club, family worker etc. • Pupil Premium 	<ul style="list-style-type: none"> • Governor meeting minutes
<p>7.6 Governors make regular visits to the school in connection with their roles and responsibilities</p>	<ul style="list-style-type: none"> • Governor monitoring and reporting takes place regularly • Subject Governors meet with subject area leaders • Governor committees meet regularly 	<ul style="list-style-type: none"> • Governor meeting minutes/reports/audits
<p>7.7 External views are sought to validate and support school development.</p>	<ul style="list-style-type: none"> • Discussions with other NPAT Governors • Comparative National data and trends • CATs & PASS data • The views/costs/impact of maths and literacy specialists are taken into account • The costs & impact of outside agencies such as the Educational Psychologist • NPAT views • CAF, CAHMS, MASH, Community Police etc. 	<ul style="list-style-type: none"> • Governor meeting minutes • RAISE/PASS data
<p>7.8 There is partnership with and support for local and other linked schools.</p>	<ul style="list-style-type: none"> • NPAT partnership allowing support to and from academy schools which is often then shared with other county schools • Links with pre-schools to support transition • Links with secondary schools to support transition • Cluster groups • Inclusion Network meetings 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer • Discussion with Louise Hyslop

IQM Self-Evaluation Report

<p>7.9 There are systems to evaluate the effectiveness of the Governing Body and management of the school in inclusive practice.</p>	<ul style="list-style-type: none"> • NPAT Strategic Director attends Governor meetings • Challenge from NPAT directors • Annual self-evaluation/school reviews • Minutes of Governor meetings are sent to NPAT board of directors • Data, including RAISE (SEN, Pupil Premium, EAL) 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer
--	--	--

Assessor's Comments: Element 7 - Governing Body and Management

Strengths:-

- Governors offer a ready presence at school functions and events. They are determined to see and to be seen.
- A dedicated governor focus is to question what they do in the light of how it serves their communities.
- There is a realisation that the school often has the role and relationship of surrogacy for its families.
- There is a determined endeavour to provide positive opportunities for all children.
- Governors feel able to offer both support and challenge. Information and feedback are current vehicles of communication.
- Governors undertake focused monitoring of issues.
- There are strategic roles allocated to governors. Visits enable governors to maintain a current awareness of action and intervention.
- Minutes and agendas are thorough and help governors to maintain consistent and constant overview.
- The governors fully support and are proud of, all that the school undertakes.

Possible Areas for Development:-

- Much Governor vigilance and care of inclusive practices is personality based and incidental to remit. It is suggested that there be a raising of governor awareness of the monitoring for Inclusion so that it becomes more overt and less discrete.

Element 8:- The School in the Community - How this supports inclusion

School overview commentary

The school’s identity within the community is a strong, positive and supportive. The school is widely recognised as a non-judgemental, supportive and informative resource within the local community and this is measurable through the high number of parents who are supported at various levels through CAF (currently 53 CAF) or simply on a drop in basis.

The school involves itself in community projects and charity work and has close links with preschools, secondary schools, the community centre, the church, other local primary schools, community police, homes for the elderly and the local coop (Ecton Brook children opened the new refurbished store). Last year the school won a gold award for Northampton in Bloom.

The school family rooms are used on a weekly basis for community groups to meet such as “mums & tots”. Parents from different cultures often support each other and their children in school with language barriers. Coffee mornings & parenting groups are often arranged to support inclusion and improved interaction between parents and their children.

The school plays a very active role in involving itself in town and county sports events and projects and was a runner up in Sports school of the Year last year for its high level of participation.

Parents and members of the community are actively involved in school events such as the summer and Christmas fetes where local crafts people are invited to have stalls.

Policy	Yes/No	Practice	1	2	3
--------	--------	----------	---	---	---

Future plans in this area

To continue to actively seek out opportunities to become involved in community projects.

To continue to offer as much support as possible to families through the use of CAF, drop in sessions and parenting classes.

To seek new ways to engage families from other ethnic backgrounds to engage with school and share their cultures with the children.

Criteria	Organisation Evidence	Evidence Location
<p>8.1 The school has audited the local and wider community as a resource.</p>	<ul style="list-style-type: none"> • Academy consultation process • NPAT cluster meetings • Local resources such as library, shop, church, park accessed regularly • PCSOs liaise with school regularly • Visits from fire brigade, ambulance • Community paediatrician & dentist visit school • Local pre-schools invited to concerts • Nursing home invited to concerts • Community wardens • Wrap around care provided • Variety of sports clubs/events/venues accessed • Family room let out to a variety of external groups 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer/Elaine Ford
<p>8.2 There are links with local and wider clubs and organisations.</p>	<ul style="list-style-type: none"> • Saints Study Centre • Cobblers/Chance to Shine • Northamptonshire Sports School Partnership • Northamptonshire School Sports Federation • Hot shots • Bikeability • School nurse • Change 4 life • Volunteer reading help • Barclay card - moneywise • Local, national and international charities yearly • Nursery/secondary transition 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer/Elaine Ford

	<ul style="list-style-type: none"> • School family room used for weekly groups such as mums and tots, baby massage. 	
<p>8.3 Expertise and resources are shared to advantage pupils.</p>	<ul style="list-style-type: none"> • NPAT schools network groups, year group collaboration and Strategic Director • Literacy & Numeracy specialists • REAL PE specialist • Music specialists • CAFs • Linked with secondary schools • Steering groups and forums • Transition visits • External visits to other school settings • Edison Learning and Teaching Framework • Forest School – pre-school access • A variety of before & afterschool clubs • Mini bus shared with other schools • Educational Psychologist/Occupational Therapist/Speech & Language Therapist/Teacher for the Deaf/Physiotherapist 	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer/Elaine Ford
<p>8.4 The school is valued by the local community.</p>	<ul style="list-style-type: none"> • School pupils invited to open the new CO-OP store • Northampton in Bloom award • School used as a forum for external community meetings • Community Police liaise with school regularly • Family room in school used for community groups such as baby massage, tots singing, parent groups • Harvest Festival food donations 	

<p>8.5 The school is involved in community life.</p>	<ul style="list-style-type: none"> • Community wardens • Bike Ability • School fetes • Visits to & from homes for the elderly • Visits to & from the local church • Choir singing at Weston Favell • Residential Visits/trips • Fundraising events in the media (sponsored haircut/hospital funds in connection with a past pupil of the school) <p>See also 8.1</p>	<ul style="list-style-type: none"> • Discussion with Neil Woods/Debbie Archer/Elaine Ford/Louise Hyslop • School blog
<p>8.6 The community is involved in the life of the school.</p>	<p>See 8.4& 8.5</p> <ul style="list-style-type: none"> • School open days & project days • Sports day/school fetes include community stalls • Community House flyers distributed through school • Steering groups & forums 	
<p>8.7 The school has systems to canvas local opinion, evaluate outcomes and act on findings.</p>	<ul style="list-style-type: none"> • Governors from the local community • Academy conversion process • Liaison with CO-OP • Liaison with community Police • PTA 	<ul style="list-style-type: none"> • Discussion Neil Woods/Debbie Archer • Discussion with Louise Hyslop

Assessor's Comments: Element 8 - The School in the Community

Strengths:-

- Building social cohesion is an active and vital energy of the school.
- The school supports both local and national charities and fundraising events.
- The school is able to offer its facilities for external hire. This gives an investment of and from the community of the school.
- Visits and residential trips are organised and exploit the capacities offered for extended and expansive learning.
- There are efficient and effective programmes for transition.
- The Family Support Workers provide significant links between parents and the many outside agencies.
- External support, help and expertise are sought as the school identifies and priorities its needs.
- PPA is covered by Sporting Coaches and provides qualitative opportunities for cascaded learning.
- The school hosts many events and the wider community has ready invitation.
- The local retail establishments become involved within many of the activities held at the school.
- The children are enthusiastic contributors and supporters of the many sporting events that the school undertakes.
- The Academy offers many opportunities for effective networking and support.
- Ecton Brook works with many other schools and outside agencies.
- The Before and After School provision is crucial to the sustaining of pupil, and whole family, welfare.



IQM Self-Evaluation Report



- Celebration and achievement are shared with the wider community through Newsletters, the website and the plasma screens in the entrance foyers. NO one can be in any doubt about what this school does and what this school achieves!

Possible Areas for Development:-

- To consider adding to the circulation of the newsletters. This would further help to bond the local communities and perhaps offer wider possibilities of the advertisement of events etc.