



## Assessor's Evaluation for the IQM CoE Award



**School Name** The Federation of Barnehurst Schools  
Barnehurst Close  
Erith  
Kent  
DA8 3NL

**Head/Principal** Mrs Louise Shields

**IQM Lead** Ms Louise Neaves

**Date of Review** 23<sup>rd</sup> May 2024

**Assessor** Ms Lynne Dando

### **IQM Cluster Programme**

**Cluster group** Four Seasons

**Ambassador** Mrs Pat Wood

**Next Meeting** 13<sup>th</sup> June 2024

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2023</b>	29 <sup>th</sup> March 2023	Yes
<b>Summer 2023</b>	20 <sup>th</sup> June 2023	No
<b>Autumn 2023</b>	29 <sup>th</sup> November 2023	No
<b>Spring 2024</b>	20 <sup>th</sup> February 2024	Yes
<b>Summer 2024</b>	13 <sup>th</sup> June 2024	

### **Impact of the Cluster group Meetings**

The school welcomes the cluster group meetings, and a member of staff has attended the majority of them, one was not attended due to the school having an Ofsted Inspection. The Special Educational Needs Coordinator (SENCo) usually attends the meetings, however, if the topic directly relates to a specific member of staff's role they are also invited to attend on behalf of the school.

The Family Engagement and Wellbeing Lead attended a meeting which was held at a Secondary Social, Emotional and Mental Health Needs (SEMH) school, this enabled her to find out more about therapeutic approaches. She explained how inspiring it was and the way the school approached behaviour management was a real eye-opener! The meeting provided a greater understanding of trauma and how this can affect behaviour, which was invaluable.



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The school has hosted a meeting that enabled good practices to be shared. It is clear that the school takes full advantage of the networking opportunities, and they are proactive in making links and developing professional relationships with other schools.

Staff members have been able to share ideas and develop projects within the school following cluster meetings. One example of this was the development of further Autistic Spectrum Disorder (ASD) strategies and the use of widgets and 'Now and Next Boards'. This led to the school developing more progressive visual boards which supported pupils becoming more independent.

The Assistant Headteacher explained that the school has developed their secondary transition programme as a result of attending meetings in a secondary school setting to support Year 6 pupils.

### **Evidence Meetings with:**

- Headteacher
- Deputy Headteacher/Curriculum Lead
- Assistant Headteacher/SENCo
- Class teachers
- Teaching Assistants (TAs)
- Cover Supervisor
- Family Engagement and Wellbeing Lead
- Parents
- Staff Governor
- Pupils



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### Summary of Targets from 2023-2024

The school set three targets which formed part of the school development plan. My visit centred around these targets and areas of excellence that linked to the 8 IQM elements.

#### Target 1:

To develop a consistent approach to supporting children with SEN across the whole curriculum, on a subject-to-subject basis.

The school is committed to ensuring all children are supported with their learning. The inspiring curriculum is implemented by highly skilled teachers who use a range of strategies to support children with Special Educational Needs (SEN) across the curriculum. The school has launched a successful one-to-one iPad model which supports all children with their learning across all subjects. It enables children to be supported with their reading and writing through a range of strategies including creating voice notes and removing barriers that could prevent progress from being made.

The Rosenshine Principles of incorporating 'chunking and drilling' into planning is embedded to support children with their learning and reduce cognitive overload. Continuing Professional Development (CPD) has also been provided for staff on Executive Functioning and as a result, greater consideration is given to how children start their work and are ready to listen and learn.

There is a consistent approach when planning and delivering lessons using the 'Explain, Attempt, Apply and Challenge' model. 'Showbie' is used to record the learning from SEN pupils.

This target has been achieved and the school is committed to further embedding strategies and reviewing them to develop. The iPad model will continue to be enhanced to support how writing is captured across the curriculum. The Executive Functioning approach will be reviewed and the impact it is having on the way children are ready to learn.

#### Next Steps

- Continue to refine the content of lessons to ensure that explicit knowledge is taught.
- Embed the 'Routines and Readiness' to support Executive Functioning.
- Continue to build in opportunities for retrieval to consolidate knowledge.

#### Target 2:

The teaching of tier 2 vocabulary, in order for children to know, understand and use new vocabulary across the curriculum.

It was a privilege to meet the Deputy Headteacher, who is also the Curriculum Lead, and discuss this target in a great deal of depth. As part of our conversation, we visited a Year 4



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and a Year 2 classroom where I was able to observe the teaching of the vocabulary firsthand.

There is a consistent approach to the teaching of vocabulary which was initially trialled with reading but has now been developed and forms a key part when teaching all subjects. Teachers have a secure understanding of the process, and the Deputy Headteacher has provided invaluable support through trialling the strategy, leading CPD so all staff are clear of the process, creating templates and providing ongoing planning and modelling support.

In the classrooms that I visited; I observed the following stages:

- Introducing vocabulary
- Deepening vocabulary
- Application of vocabulary

This was observed in both the Year 2 and 4 classes. Pupils were fully engaged, and the teaching was pacy and fun. The teachers encourage actions, repetition, definitions and putting words into context to help the understanding of new vocabulary. Each pupil has an iPad which enables them to deepen their understanding of the vocabulary. When talking to pupils they explained that they can follow a text on their iPad and highlight the key vocabulary that has been introduced for that lesson.

This target has been fully achieved and the school will continue to monitor and support teachers with their planning.

### **Next Step:**

- Progression document of vocabulary for each subject (tier 2 and tier 3).

### **Target 3:**

The development of the Power of Me and the Power of We to support and develop children's understanding of inclusion, diversity, and their impact on the world.

The curriculum is designed around two key concepts The Power of Me and the Power of We. Ten key goals support the Power of Me and enable pupils to become more independent and prepare them for life and the challenges they may face.

The Power of Me is all about the individual whilst the Power of We focuses on being a global citizen and how pupils can use different skills to demonstrate the positive 'we'. Each year group has a sustainable goal for the year and the curriculum is planned to provide opportunities to drive the particular goal. At the start of the year the class teacher plans an activity through the 'I Do, We Do, You Do' model. This introduces the pupils to the goal, during the spring term the pupils help to plan an activity linked to the goal and finally in the summer term the pupils go beyond the school gates to complete an independent activity that will earn them a Power of We badge to celebrate their achievement.

Parents are kept up to date with the Power of Me and the Power of We through the school website and newsletters. They can download a range of the Power of We tasks for their



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child to complete that are linked to the Sustainable Development Goal that their year group has been focussing on.

Pupils are exceptionally positive about the Power of Me and Power of We and talk proudly about the tasks they have completed outside of school.

This task has been met in full and is an exceptional practice.

### **Next Step:**

- Continue to make the tasks appropriate for the new pupils.

### **Agreed Targets for 2024-2025**

#### **Target 1:**

To improve attendance to 96.5% and reduce the number of minutes missed of learning due to lateness of pupils.

#### **Comments**

There has been a slight dip in attendance and the school is passionate about ensuring attendance and punctuality remain a focus. Families are being supported and external agencies are involved. Links will be made with an external attendance advisor to develop further strategies and communicate with parents, as well as to develop partnerships.

#### **Target 2:**

To further develop our lunch time provision ensuring a happy playtime for all, incorporating collaboration, quality play and interactions.

#### **Comments**

Adult interactions with the pupils are a focus and ensuring that the pupils' voice is included is what makes a happy successful and active playtime. There has been an increase in pupils who have no one to play with so the aim is to develop that interaction and provide further opportunities. The dining hall is an area to develop and improve further, to ensure lunch times are both sociable and enjoyable.

#### **Target 3:**

To develop teacher subject knowledge within creative subjects to ensure children have the breadth and depth of the creative curriculum.

#### **Comments**

This has already started with Geography and History and the school plans to develop this further for Art and Design and Technology (DT). This will be developing and teaching the skill for both areas and linking this with tiers 2 and 3 vocabularies.



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### Overview

My initial meeting during the day was with the Assistant Headteacher/SENCo where we spent some time discussing the impact that the three targets have had on the school.

There is a strong focus on wellbeing at the school for both pupils and staff. Relationships with parents have been built and maintained. The school has worked with key families to remove barriers and improve punctuality and attendance.

The school has a robust monitoring cycle, and it is clear that all adults work together to track progress and plan for early interventions in a timely way to accelerate progress. Teachers are clear about the assessment cycle and know their pupils well both academically and holistically. Communication is a priority so that parents and additional adults are clear about the intended outcomes and everyone is striving to achieve the same goals. Support plans are shared with parents in advance of meetings so that there are no surprises and parents are clear about the purpose of the meeting.

Deployment of adults is considered on an individual need basis with the model that one size does not fit all. The timetable is planned carefully and identifies where the adult support is required, for example, for Year 4 pupils who require a focus group, pupils are drawn from both Year 4 classes to ensure all are strategically supported. The timetable ensures that interventions take place outside of the English and Maths lessons so pupils do not miss learning that could impact further progress. Some subjects are also avoided such as PE or Forest School to ensure pupils' enjoyment is maximised and the times of interventions are rotated so pupils do not miss the same subject each week. A range of evidence-based interventions are delivered by skilled members of staff who support both the academic progress and wellbeing of pupils.

Vulnerable families are supported by the school and families appreciate the food bank that is on site. If financial support is required, the school does so in a sensitive manner.

The wellbeing and strategic support for pupils starts in the classroom and through programmes such as 'ELSA', 'Draw and Talk' and other well-being programmes, relationships have developed, and pupils feel safe and secure. Assemblies tackle topics such as anxiety and Mental Health Week is marked. The school works closely with the Early Intervention Team and through partnerships with outside agencies for example, Community Paediatricians, Occupational Therapists, the School Nurse and Speech and Language Therapists, specific support is provided.

A robust tracking system is in place and the school system that has been embedded informs SMART targets. Where required, targets are broken down further and this shows that SEN pupils are making small steps of progress. The targets are then used to inform support plans.

To support Year 6 pupils with secondary transition, a range of services are incorporated to develop pupils' confidence and prepare them for Year 7. A transition form is completed that is RAG rated so the secondary school knows how much support each pupil will need to transition into secondary school and this links to summer school activities.



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Safeguarding has a high priority within the school and all staff know the procedures and who they report to. There is a common understanding that safeguarding is everyone's responsibility and the school has a system that is embedded for reports to be recorded and shared. Leaders are visible at the gate for families to approach if they have any concerns or need to talk. Parents also have access to a direct number so they can contact Leaders to discuss any issues that may be confidential or very sensitive.

"I am proud to be the Inclusion Leader here. We never stand still and are always striving to improve. Currently, we are researching a maths' intervention programme for groups of pupils. We never stand still".

My next meeting was with the exceptionally passionate and knowledgeable Deputy Headteacher who is also the Curriculum Lead. The curriculum is inspirational and provides opportunities for all pupils to flourish. This was noted by Ofsted in 2023: "Leaders have designed an aspirational curriculum that goes beyond the expectations of the national curriculum. The curriculum is well sequenced".

We visited the Year 2 and 4 classrooms to observe the teaching of tier 2 vocabulary. It is clear that a consistent approach is taken and that the training has been successful to ensure all staff have an excellent understanding of the planned approach. The teaching of vocabulary follows:

- Introducing the identified vocabulary to the class.
- Deepening of the vocabulary.
- Application of the vocabulary.

Whilst visiting the classrooms I was able to observe how teachers introduce and deepen the vocabulary being taught through fun activities for example repeating the word in a variety of ways, using pictures to support the memory of the word, actions linked to the word, defining the word and repeating the definition in the context of the word. Through the application process, I observed pupils putting the word into a sentence, this can take the form of a different task depending on the needs of the pupils and the learning focus.

Pupils use their iPads to support the learning exceptionally well. Not only does it maintain engagement, but it provides numerous learning opportunities, for example pupils can highlight keywords, follow the text, change the colour of the background or find synonyms. Pupils can leave a voice note so that they can listen to themselves reading words and edit it if required. This also removes the barrier of writing for some pupils who find writing more challenging.

For some pupils, the text that is being studied is sent home in advance so pupils can read it at home with a member of their family. This prevents cognitive overload and when they read the text in class, it will be more familiar.

Books show the well-designed knowledge organisers which have been used to develop knowledge notes for specific lessons. Leaders have reviewed them and tweaked them further to reduce cognitive overload. The school aims to develop independent learners and has reviewed the knowledge notes as there was an overreliance on the knowledge



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section for some pupils. Teachers at the school are proactive and some have taken the concept of the knowledge notes and incorporated it into other subjects for example RE.

Spelling lessons are timetabled and the final spelling lesson each week focuses on a specific spelling rule. Time is provided for pupils to consider which words are correct and if not, why not. This allows the pupils to become self-editors. Every class teaches a different spelling rule and is based on the gaps they have. The final summer assessment provides accurate information as to where the gaps are for each pupil and what the overall main concern is for that class, this is then shared with the new class teacher and becomes the focus. In addition to this, there are tasks for the pupils to complete at home over the summer holidays.

Subject Leaders have been key in developing their subjects to enhance the curriculum from Nursery to Year 6. This includes looking at Year 1 outcomes and linking this to what reception pupils need to be able to achieve so they are ready for Year 1. Tier 2 vocabulary is also identified for pupils in the Early Years Foundation Stage (EYFS) for example when studying seasons 'hot' may be identified and specifically taught.

Senior Leaders prioritise the Professional Development of Subject Leaders and time is allocated for this. They have access to a range of training materials and when I met with teachers, they explained that they value the support that leaders give them. All subjects are equally important and the Subject Leaders at the school really do lead and make an impact.

The curriculum is monitored through Curriculum Conversation Days where each subject is timetabled to be a focus. Leaders including the Headteacher, Deputy Headteacher and the Subject Leader visit classes and identify strengths and key developmental points. An action plan is then developed and reviewed. The Deputy Headteacher explained that the school is planning a Blue-Sky Digital Day!

At this point, I met with several pupils who spoke to me about the curriculum and the teaching of vocabulary. The pupils told me how much they enjoy learning using the iPads and it is evident that this technology has enhanced the learning process. "Using the iPads we can follow presentations and see the key vocabulary that we have learned. This is good because then we don't have to keep looking up at the board and it makes the learning easier" (pupils).

The teacher can highlight and navigate keywords from the text that support both engagement and focus. The pupils told me that they find this particularly helpful. "In Year 3 the text is on the iPad and we highlight the key vocabulary as we read the text and the teacher can then see that we have found the word" (pupils).

Writing plans and the editing of the writing are completed on the iPads and pupils can develop their vocabulary by using Google to find synonyms or other words to uplevel their writing. One pupil explained that they find it helpful to take a photograph of their writing and use it to improve their plan.



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The ability to make voice notes and record their knowledge or understanding has transformed learning and allowed pupils who find writing a challenge an alternative way to record their learning.

The pupils were able to share the key vocabulary that they had learned that morning which included the words 'rediscover' and 'nuisance'. Pupils confidently explained the meanings of the words and were able to put the words accurately into a sentence. It is clear to see that the introduction of iPads for every pupil has been phenomenal and that the pupils find them a huge benefit.

My next meeting was with several class teachers and TAs who all shared the same passion and commitment to the school.

The focus on teaching vocabulary is consistent in all subjects and all staff have seen the impact that it has had on the quality of writing and pupils' confidence. All subjects have a slide that is dedicated to key vocabulary and visual aids are included to support SEND pupils. Copies of key vocabulary for each lesson are shared with TAs so everyone provides the same key messages.

The impact that the one-to-one iPad model has had on the pupils' outcomes was reiterated by the staff who all agreed it has supported the structure of lessons and made learning incredibly engaging. Pupils can share the screen of the iPad with the teacher, who then is able to assess their work as they continue. Misconceptions can be addressed and rectified immediately.

Over time, pupils have developed a range of skills and they now have a bank of skills that they can draw on to support the recording of their work. Pupil independence has developed significantly and they are becoming extremely productive and confident while working with this technology.

One TA stated, "It has transformed the learning for the pupils that I support. They can record their voice and listen back to themselves so they can consider if it makes sense. If not, they're able to re-record it, if it does make sense, they then write it down. Not only has it improved outcomes but also their independence".

Leaders prioritise personal and professional development and teachers are appreciative of the high-quality CPD that they receive which links to the areas of school improvement. Teachers all have access to the National College which provides up-to-date relevant material. Early Career Teachers have additional training opportunities and value the opportunity they are given to observe other teachers within the school. All staff members have received training on the assessment system 'I track', and Leaders ensure that all staff have the overview for the assessment calendar in advance, so they know what is coming and when.

One teacher articulated enthusiastically how leaders consider their workload and where they can reduce it. "We used to have to tick all of the objectives and I suggested an alternative and asked if we could review this and change it. They listened and they did change it" (teacher).



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The staff reiterated the impact the Power of Me and the Power of We have had on the curriculum and pupils are now more globally aware. One pupil made a gender equality badge for himself and then proceeded to make 30 more badges for his classmates.

Another example was of a project in Year 2 where the hook to engage pupils was that the boys and girls challenged stereotypical roles and all the boys were asked to clean and the girls were allowed to play football. This caused quite a reaction and was very thought-provoking.

In Year 5, pupils formed links with a charity and presented to their parents in assembly. The charity visited the school and captured the interest and compassion of the pupils. Pupils proceeded to collect toiletries which they donated to vulnerable families.

The theme for Year 3 is poverty and one pupil was so inspired by the theme that she baked cakes at home and sold them to her family. With the money she raised, she then bought food and donated it to the local food bank. "It really opened her eyes and she started to realise the value of money and that others do not have what we can often take for granted. It has given her a different outlook".

The personal development and wellbeing of pupils is supported by all staff. Zones of Regulation and self-regulation strategies are embedded. Worry boxes are in every classroom and checked daily. Pupils know who they can talk to if there is a problem that they need to share and it is acted upon.

The behaviour policy is consistent and all staff and pupils have a secure understanding of the procedures. During lunch time, pupils follow the expectations and the 'behaviour ladder' is embedded. Communication is positive and there is a reflection room, if required, to allow pupils to have some 'time out'. All incidents are recorded and class teachers are informed. If pupils find lunch times more challenging, there is the opportunity to do something different for example the 'chill-out club' and 'drawing club'.

During my meeting with the Headteacher, it became apparently clear that the Year 1 model of continuous provision from reception has supported the pupils with their transition. The school understands the importance of play and that careful staffing and pedagogy are key. The school responded to the needs of the pupils and their level of independence as they realised that maintaining the continuous provision for pupils in Year 1 was fundamental to their development. Having seen Year 1 during my visit, it is understandable why the Headteacher is incredibly proud of this learning structure. The journey of learning through play is maintained and benefits all pupils.

The Power of Me and the Power of We are a fundamental element and key driving force for the school's curriculum. It is not an 'add on' to the curriculum and the school recognises that pupils need to be living and breathing it throughout their school experience. Pupils develop as global citizens and through engaging tasks bring the school's values into action and life. It is a natural way to respond to the needs of a changing community. Leaders want to support pupils and encourage them to be outward-looking and consider what they can do as individuals to make a difference in society, both locally and globally.



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Leaders on every level are involved in considering how their subject links to global goals and how they can give pupils a voice. For example, in PE, planned time is given so pupils can listen to each other's opinions. In Year 1 history lessons, pupils consider the different experiences men and women have had through the life of Mary Anning and Charles Darwin. The planning of the curriculum has enabled pupils to question things in society. From their own opinions, pupils are encouraged to debate and consider how peoples' actions contribute to global awareness.

The Power of Me is about the individual making a positive difference in the world. Goals are shared with the pupils and opportunities are planned to support them in achieving these goals. Parents, Governors, staff and pupils all contributed to the planning of the specific goals by considering what the community thought would support the pupils in becoming successful in life. Each goal is personal and links to a 'Me' and provides opportunities for personal development. For example, in Year 4 pupils have an overnight adventure to remove feelings of fear. All pupils have an opportunity to perform to develop their confidence, own their space and use their voice. Every year the planned activities will be reviewed and refreshed to maintain the excitement and interest of the pupils. Some examples are:

- Money Me.
- Safe Me.
- Digital Me.
- Different Me.
- Inspired Me.
- Performer Me.
- Caring Me.
- Giving Back Me.
- Adventure Me.

The Power of We is about global citizenship and how pupils can use their skills to demonstrate the positive 'we'. Each year group is given a sustainable goal for the year for example gender equality and through the curriculum and texts, this goal is driven. It was inspiring to hear about the many engaging activities that the different year groups have taken part in:

- Reception visited a Care Home and sang songs.
- Year 1 built bug hotels.
- Year 2 made gender-neutral badges.
- Year 3 led the harvest collection and took the food to the food bank.
- Year 5 looked at inequalities and collected toiletries for vulnerable families.
- Year 6 led a walk to school campaign to reduce pollution.

At the start of the year the class teacher plans an activity linked to the goal 'I Do'. In the spring term, the class plans an activity that they complete together for 'We Do'. Finally, in the summer term, the pupils will use the skills and what they have learned to go out and do something beyond the school gate. The pupils share the evidence as to what they have done and are awarded with a badge to celebrate their achievement.



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When talking to the pupils they showed a huge amount of excitement and enthusiasm for the activities they had completed. They wore their badges with pride as did the teaching staff who are also awarded badges to celebrate success. Pupils are excited to talk about how they have made an impact.

- "I recycled a medicine box and it became a pen holder".
- "I took all my old clothes to the charity".
- "I collected money and donated the £7 to charity".

The school empowers pupils, gives them a greater global awareness and incorporates sustainable developmental goals into the curriculum. Through this exceptional project, they have done that and a great deal more.

My final meeting of the day was with two parents and the staff Governor. It was clear that parents feel supported by the school and appreciate the communication they receive. One parent told me that her child went through a time when they did not want to attend school. She said the school was fantastic, they came to the house, and not only did they calm the child down, but they were able to get to the root of the problem. "Nothing is too much for the school. I cannot fault them".

Parents are made to feel welcome and visit the school. This may be through attending curriculum workshops, volunteering on trips or coming into school to sit alongside their child and observe the learning taking place. Communication takes place through a range of forms including the school website, newsletters, or face-to-face meetings. Parents are kept up to date with the progress their child makes, and curriculum information is available on the website. Parents spoke about the Power of We and the impact this has had on developing personal skills for their children and giving them a greater awareness of global society.

The Federation of Barnehurst Schools is a vibrant place where high expectations are maintained and held by everyone. Pupils are provided with exceptional opportunities and have the support of a talented team of passionate educators. Everyone is continually striving for greater success and to build upon the success that has previously been achieved.

I am firmly of the opinion that the Federation of Barnehurst Schools continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Centre of Excellence. Alternatively, it may choose to move to Flagship School status. Whichever direction it chooses to go in, it will be reviewed again in twelve months.

**Assessor: Ms Lynne Dando**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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Joe McCann MBA NPQH  
Director of Inclusion Quality Mark (UK) Ltd