

4th June 2018



Miss Liz Ormonde
Headteacher
Micklem Primary School
Boxted Road
Hemel Hempstead
HP1 2QH

Assessment Date: 22nd May 2018

Summary

Micklem Primary School is a fully inclusive school. The school promotes inclusion across every aspect of school life. The school motto “Learning, achieving, working together” is at the heart of the school and reflects the high level of inclusive practices. This ethos is led by the headteacher and the deputy headteacher and clearly supported by the whole school community.

The school is a warm, happy, exciting place. The staff have excellent relationships with the children. The staff team know each pupil very well. They are aware of the needs of the whole child and plan projects to help them to develop. For example, the recent ‘Feeling Good Week’ culminated in a stunning display which is at the entrance to the school. The project involved all the children. It resulted in eleven ‘values’ being decided by the pupils. Every pupil has added their own hand print to the tree, which was painted with an artist. These ideas will be further developed over the coming months during assemblies. This collaborative approach really demonstrates the inclusive nature of Micklem Primary School.

The outdoor learning environment has been developed exceptionally well and pupils use this for a wide range of activities. There are woodland areas to explore, ponds to dip and recently a ‘Glastonbury festival’ was in full swing! The new track for running the ‘daily mile’ is supplemented by a huge electronic stopwatch for pupils to time themselves on their run. There is a range of large fixed play equipment which is used by the whole school. It is very clear that this environment enhances the learning opportunities and enjoyment for all pupils.

Children enjoy coming to school and engage in a creative curriculum with opportunities to develop skills in all subjects, including music, sport and art. The engaging curriculum links subjects together so that from the first day of the project, the ‘stunning start’, the children are hooked. The learning and teaching styles ensure pupils are fully involved and there is some very well-presented work on the walls and in workbooks. The classrooms are large, well organised and full of examples of interesting projects. For example, practical science investigations to study growing potatoes.

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Parents feel that they are involved in their children's education. They commented on how much they value the 'family learning' sessions, the opportunities to take part in events such as the 'outdoor learning day' and assemblies. They know the school website is accessible and frequent emails and reminders on the school app ensure that there is every opportunity to keep up to date with all the events at Micklem Primary School. The professionalism and approachability of the staff is valued and appreciated by the community.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school consider applying for Centre of Excellence, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and completion of the centre of excellence documentation. The school would need to agree to work within a cluster of schools on their Inclusion Quality Mark journey, sharing good practice and meeting together three times a year. If school chooses to pursue this status and it were to be awarded, then the school would be subject to an annual review for the next three years.

Assessor: Sally O'Neill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Micklem Primary School is a single form entry primary school situated within the area of Hemel Hempstead. The school has a high level of challenge. Over 40% are eligible for Free School Meals. Over 20% have a recognised Special Educational Need. 19% do not have English as their first language. These factors put the school significantly above national averages.
- There are systems and processes in place to ensure that all pupils, parents, staff and governors are fully involved with the school.
- Regular pupil progress meetings result in barriers to learning being addressed in a solution-finding approach.
- The deputy headteacher works with class teachers to ensure that appropriate provision and support is in place for learners with additional needs. He does this exceptionally well and has detailed case studies, provision maps and plans to ensure that the changing needs of each child and cohort are met effectively.
- The staff provide excellent role models for the children. Staff are approachable on the playground each morning to welcome parents and pupils. Their care and commitment are recognised by the school community.
- The Learning Mentor is proactive to ensure attendance is as good as possible. She knows the pupils and families so well that she can approach attendance issues effectively, but with a caring and supportive approach. She has great relationships with the school community and parents report that they know that they can talk to her on the playground in the mornings.
- All staff take part in a mentoring programme and have one specific pupil to support and encourage. This is highly effective as often this individualised attention helps the pupil to overcome barriers. The progress is monitored termly and is making a significant impact. Support staff reported that they enjoyed their part in this programme. Mentors encourage good attendance and informally chat to their mentee to keep them engaged and happy to come to school and to try their best. They get to know their mentee and then plan appropriate ways to engage them, for example, sharing football programmes or giving them words of encouragement.
- Transitions are smooth as they are well planned. This results in greater success during a move to new classes and schools.
- The Safeguarding Team work effectively together and ensure all staff and governors are informed about relevant issues. They are confident to record concerns and understood that these could result in the Safeguarding Lead building a bigger picture.



IQM Assessment Report



- The behaviour policy is displayed throughout the school in age appropriate ways. Pupils are well behaved and are self-regulating their own behaviours with the support of the classroom thermometers.
- The pupil premium strategy is on the school website. It has resulted in effective initiatives such as maths project planning. Teachers and teaching assistants clearly know each pupil and their interests and learning styles. This detailed knowledge has been pivotal to create a plan which will support pupils to achieve academically as well as socially and emotionally. The pupil premium strategy also supports pupils to gain new experiences and opportunities. For example, a pupil who enjoyed music but had poor attendance on Monday mornings was offered instrumental tuition on Mondays. Attendance has now improved significantly. It is clear that the school aims to support vulnerable pupils who may otherwise miss opportunities.

Areas for development:-

- To share good practice within the provision of SEND support and social and emotional interventions across the school.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The school is a vibrant and welcoming place, which is well presented and cared for by staff and children. It is richly resourced with a well-maintained building and extensive grounds.
- The school has a recently redesigned and decorated library. It is clearly a place that is attractive to pupils and adults. There is a good range of books and everything looks new and exciting. The centrally stored ICT equipment is accessible to all classes. The classrooms have interactive screens, including the community room. Pupils use the 'Mathletics' program at home to support their learning and targeted reluctant readers can use a Kindle Fire at home.
- The learning environment is consistent and carefully planned to meet the constantly changing needs of the pupils. The emphasis is on pupils developing independence in their learning, with access to a wide range of resources, such as learning walls. There are visual timetables and feeling thermometers in each classroom. This consistency supports transition and shared expectations within the school.
- The school website is easily accessible. Communication has been reviewed to ensure all parents have access to emails, letters and information in their preferred format and language. School Newsletters highlight positive success and practice.
- The school work effectively with outside agencies and implement their advice, such as using coloured overlays and ICT for individual pupils.
- The outdoor learning spaces have been developed to promote active learning. There are well planned areas for learning and these were in use during the IQM visit.
- Early Years staff use computer-based assessments. For example, to record the pupils painting the recent royal wedding.

Areas for development:-

- To further develop ICT to support specific learning needs.



Element 3 - Learning Attitudes, Values and Personal Development

Strengths:-

- Pupils are friendly and polite and say that they enjoy coming to school. There is a consistent system of behaviour management, using the Hertfordshire Steps approach, and the school have put in place successful initiatives to support pupils with specific difficulties, such as Nurture Provision. Another example was given about a small group of children who were regularly involved in play fighting. The school's solution was a 'pupil voice' approach, this resulted in pupils being more reflective and changing their behaviours. The successful approach was shared on the school website to inform parents of the process and the successful outcomes.
- Anti-Bullying is of the utmost importance to the school. Pupils know what to do if they have a problem and are confident that adults in the school will help them.
- School plans show that the ethos is one of respect for others and appreciation of different needs. This is taught explicitly through the PSHE curriculum and through assemblies. Pupils who need extra support in this area are part of the ongoing remit of the learning mentor. Initiatives such as the 'CARROT' award help targeted pupils to learn to behave well with respect and courtesy. All staff are good role models and teach the children through their own actions.
- The school staff know the system to identify pupils with SEN and the process which is to observe and support in school, and then to access outside agencies. Case studies of individual pupils show how they are progressing with their targets and how their needs are being successfully met at Micklem. These will be informative documents for the transition to special education or secondary school. The provision map is detailed, interventions are systematically measured for impact.
- Teachers have a clear view how pupils learning can be developed. They make learning exciting and engaging by using the Micklem 'creative curriculum' and using the topic as a stimulus for English. For example, a recent 'living history' day involved an active approach to stimulate writing. Pupils may have a say in the curriculum such as a recent choice between learning skills based on The Beatles or McFly. McFly was the winner and each class teacher then used this as a stimulus. For example, designing an album cover for McFly but focusing on key curriculum skills.
- Moderation for Early Years and Writing has been carried out with other schools. This was reported to be very beneficial by the subject leaders.
- Parents evenings are held twice a year and parents report that they are pleased that their child is fully involved in the discussions about their learning. Equally they are happy that there is flexibility to talk to the teacher without the child being present, if needed. Parents were very pleased with the new style of school report which was introduced last year. The report is more child-focused and has pupil targets and examples of their work during the year.



IQM Assessment Report



- Pupils demonstrate personal and community responsibilities through a range of opportunities. For example, they can apply for leadership roles. The current role being advertised is for a Playground Supervisor. Pupils have the opportunity to apply and it was evident that a number of applications had been posted in the box next to the advertisement. It was through this system that the effective Library Monitors were appointed.

Areas for development:-

- To continue to develop the reintegration of the pupils currently in nurture provision to be able to access the classroom learning.



Element 4 - Learner Progress and Impact on Learning

Strengths:-

- The very detailed data analysis which takes place ensures that the school is strategically focused on supporting all pupils to reach their potential. Teachers share their planning before the lessons so that teaching assistants are able to deliver quality pre-teaching to ensure pupils who have gaps in their understanding are well prepared for the lesson. This has resulted in the school having fewer regular interventions and a more flexible approach which is proving to be highly effective.
- The regular pupil progress meetings are effective at planning extra support or interventions when a significant gap is apparent. Swift action can result in a pupil quickly getting back on track. Targeted support for pupils in Year Six have resulted in booster groups and the pupils report these have been very useful.
- The emphasis on the quest to narrow the gap between the attainment of vulnerable groups and their peers is high priority for the school. The progress of Pupil Premium children is therefore separately tracked, to ensure that they remain high on the agenda. The governors and 'pupil premium leader' report that this group are making good progress.
- The Inclusion Leader ensures that children who are receiving additional support are in receipt of a tailored programme, which is regularly reviewed and evaluated. This in turn influences the amount of support in each classroom. Decisions about the support is based on pupils needs.
- 'Learning without limits' is embedded and this approach supports individual learners. Teachers prepare work at three levels and pupils select the initial challenge. This is monitored carefully by class teachers and support staff to ensure pupils are learning effectively.
- Achievement is celebrated in many ways. The weekly celebration assembly celebrates success through the 'learning power' approach. This enables all pupils to be recognised for their efforts. The certificates and examples of work are shared in assembly with all staff and parents invited to attend.

Areas for development:-

- To develop ways of extending Early Years provision to meet their needs earlier.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- During the IQM visit there were opportunities to meet with the subject leaders for English and Maths who have a detailed knowledge of the effective learning and teaching at Micklem. Both leaders recognised, through tracking, pupils who had gaps in their learning and looked at ways to 'fill the gap.' These initiatives are measurable and are demonstrating impact.
- For example, the Herts Reading Fluency programme has been introduced. The eight-week programme saw accelerated progress in the targeted pupils. These pupils had initially also been struggling with confidence and self-belief. By the end of the programme, the targeted pupils had a greater confidence and were able to speak in assembly. This was a big achievement for these pupils and this programme has now been extended.
- Pupils are encouraged to read at home but those who aren't making sufficient progress or who do not have this support at home are given extra sessions at school with adults.
- Pupils are encouraged to use the 'Mathletics' program at home for homework. Pupils without access to this at home are able to attend lunchtime sessions or borrow the Kindle Fire.
- Pupils in Year 3 and Year 5 are buddied to be reading partners and this is effective for both groups. Reading is seen as enjoyable and interesting with a buddy.
- Pre-teaching, with instant feedback, is an effective strategy as it is reducing the need for so many interventions. This is possible due to teachers sharing planning with teaching assistants a week in advance.

Areas for development:-

- To share best practice to complete consistency within lessons.



Element 6 - Parents, Carers and Guardians

Strengths:-

- During the IQM assessment, I met with a group of parents. They felt that the school communicates very effectively with parents, carers and guardians. They receive texts and look at the school app regularly. When they need further information they also look at the school website.
- Positive relationships are modelled by the headteacher, who is valued and respected for her warmth and professionalism, but also her directness when necessary. This ensures that parents receive clear and accurate information and trust the school.
- Parents feel the school staff are very approachable and they like to see staff on the playground before school, so they can have a quick chat if needed.
- Parents liked the school staff as they are approachable and amazing! They recognised that if a child needed help, perhaps with homework, the class teachers would readily give their time.
- Parents stated they are pleased with the transition to secondary school. One parent described her child's transition to secondary school last year. She was grateful for the support she had received which ensured her son had a smooth transition and was placed in a class that was right for his social needs. Another parent has a child who will be moving on this year. He will be having an extra transition day as he is the only child from Micklem going to that particular secondary school. The parent believes this will be very helpful.
- The school provide a range of opportunities for the parents to be partners in their child's learning. Family Learning opportunities, chances to learn more about the school curriculum and involvement in homework. Regular assemblies are very much valued by the parents and are well attended. The Leavers Assemblies mark the end of the years spent at primary school. Although they can be emotional the year six teacher is praised for making them inspiring and a journey through their time at Micklem. This is something which the families appreciate and remember fondly in years to come.

Areas for development:-

- To further develop strategies for engaging parents with their child's learning.



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

Strengths:-

- Governors interviewed on the day were very knowledgeable about their roles and responsibilities. They welcomed the termly 'governor days' which they described as well-planned opportunities to be involved in the school. Activities included strategic work, discussions, budget setting and fact finding. They enjoyed lunch with the staff as this helped everyone in the school to be an effective team. One governor summed it up by commenting: 'The whole team gathers around to make the school experience a good one.'
- The governors know what is happening 'on the ground.' They recognise the effectiveness of the nurture group as they can see how well the pupils are developing with their social skills. During a recent visit the governors were politely invited for refreshments by one of the pupils.
- The governors like to get involved and have recently taken part in an inset day, outdoor learning day, a musical soiree, sports activities, and voluntary classroom support, amongst many other things.
- The governors explained the 'Herts Benchmarking' document which is currently being completed. They recognised the importance of self-evaluation and that Micklem Primary School is highly reflective.
- The governors were able to describe the 'pupil premium' cohort which is making strong progress and the reasons why they are doing so well.
- The governors were aware of the local authority 'advisory teachers' and the positive impact the projects are making in the classrooms. The school are very grateful for the effective support from the local authority advisers. The first project which was a targeted Maths project had such an impact that an English one is now taking place.

Areas for development:-

- To further develop governor responsibility roles and their effectiveness in supporting individual staff and practices within the school.



Element 8 - The School in the Community - How this Supports Inclusion

Strengths:-

- The school embraces the school community to enhance the children's learning. This enables children to access first hand experiences and opportunities which bring learning to life. This includes opportunities for residential visits in both Year Five and Year Six. Parents report that these are very valuable and appreciated. Also, ambitious whole school visits such as to London Zoo. All pupils are included.
- The Breakfast Club and Afterschool Club are provided daily from 8am to 5.30pm. These clubs are a huge benefit, especially to working parents. As the school staff run the clubs it is a safe and happy environment for the children. Special events, such as a film night, add variety. The staff are fully aware of healthy eating guidance and also have a link to a local supermarket.
- There is a wide range of clubs and some of these are regularly changed to give all pupils a chance to join. Pupils were asked about clubs they would enjoy, as staff work hard to ensure there is an appealing mix of clubs which are accessible to all. Examples include drama, choir, orchestra, science, quidditch, homework and gardening.
- There is a PTA, who raise money for the school and provide fabulous resources for the pupils. Their fundraising has helped to develop a stunning library environment to enhance reading in the school. Also, to buy outdoor play equipment which is of great benefit to the pupils. The next event is a disco which is eagerly anticipated.
- The school seeks the views of parents through regular specific questionnaires, but also informally listens to parents' points of view. A Parent Forum has also been held and parents who attended, reported it had been a good idea. Staff are available at the beginning of the school day, so parents can raise any quick questions. Parents appreciate this greatly.
- Parents were recently asked about the impact of the children running the daily mile. Feedback was very informative, parents reported children slept better and were getting fitter. A future development will be that parents will be invited to run as well.
- The school website is very informative and is accessible to the whole community.

Areas for development:-

- To further develop ways of engaging with local residents to build up a picture of local skills to enhance creative learning opportunities.