



Assessor's Evaluation for the IQM CoE Award



School Name: Jubilee Academy Mossley
Tintern Crescent
Bloxwich
Walsall
WS3 2SQ

Head/Principal: Kate Benton

IQM Lead: Joanne Westwood

Date of Review: 23rd September 2020

Assessor: Barry Carney

IQM Cluster Programme

Cluster Group: Inclusive Allsorts

Ambassador: Barry Carney

Date of Next Meeting: Cancelled due to COVID-19 Pandemic

Next Cluster Group Meeting Focus: Cancelled due to COVID-19 Pandemic

Sources of Evidence during IQM Review Day

This review took place during the COVID-19 pandemic. The review was conducted remotely using Zoom video conferencing.

The school submitted comprehensive and accurate documentation of their own evaluation of progress and during the video conference, targets and an action plan for 2020 were discussed and agreed. Additional documents were provided that included examples of the following:

- PowerPoint Presentations on:
 - Curriculum & Assessment.
 - Professional Development.
 - Junior Leadership Team.
 - Welfare & Safeguarding.
 - Overall Developments.
- Curriculum and assessment planning documents.
- Junior Leadership Team roles, code of conduct and meeting notes.



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- Safeguarding.
- Education Challenge, Support & Intervention Guide (ECSI).

Discussions with:

- Principal.
- Assistant Principals.
- Deputy DSL/Wellbeing Champion.
- Family Support Lead.
- Office Manager.
- Junior Leadership Team.
- Executive Principal and Regional Educational Director.
- PSHE Lead and Wellbeing Champion.
- Teaching Assistants.
- Lead Teachers (Science, Maths, Early Years, English).

Summary of Targets from 2019-2020

The School's targets from the previous year were based on the school development foci of developing nurture provision, establishing a parent inclusion group, introducing a Junior Leadership Team and finally, publishing a termly inclusion newsletter.

Target 1 - To create a plan for developing Nurture provision across the school.

The building works in relation to the Nurture Room are complete and staff have begun to look at how they want it set up to enable maximum impact upon its users. Staff have worked closely over 2019-2020 with their newly formed Early Help Hub for the west locality and in particular with the Inclusion Lead.

The school has benefited from a specialist who visited the Academy on a number of occasions and helped them to plan and deliver a bespoke form of nurture for a particularly hard to reach group of boys in Year 4. This has enabled staff to take a different approach in order to maximise engagement and has enabled them to secure EHCPs for 2 out of the 4 boys (9 have been agreed in a period of 12 months). Staff are extremely pleased with this as it will have a great impact as they move through to secondary school. It has also helped staff to secure a specialist setting place for one of the boys started in his new school in September 2020.



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Nurture across the Academy has seen a number of referrals made by CPOMs logs enabling staff to secure support from outside agencies such as CAMHS and BCWA (Black Country Women's Aid) resulting in whole-family support and further action being taken in one case by police.

The Nurture Lead has developed bespoke plans for 1:1 nurture looking and mental health and wellbeing for children who have experienced adverse childhood experiences and who may have additional needs. Her cases are also referred in through CPOMs and we aim to develop this further in the spring term of 2021, when we develop a referral pathway, which is more condensed and specialise on CPOMs.

Staff have developed the use of a separate breakfast group for a group of difficult to reach boys, allowing them not only time to eat and socialise, but to unpick and discuss some of their anxieties before thinking about learning.

Children have engaged in a number of outside agencies supported initiatives and were due to partake in more. These have included:

- Building Blox- a programme for 'at risk/disaffected' pupils- led by local PCSOs and the local fire service.
- School Health Champions- a Year 5 group involving the training and developing of pupils to lead and champion health and wellbeing and the services offered by school nursing. Children who struggle to put themselves forward and find resilience and motivation difficult were chosen.

Due to start in spring/summer of 2020:

- Junior PCSOs.

Target 2 - To establish a Parent Inclusion Group.

This target was postponed due to other emerging, operational priorities and the consequences of the COVID-19 pandemic. It will roll forward to next year.

Due to the current ongoing healthcare crisis, school prioritised staff development and used the pandemic to launch a Trust wide Institute for staff professional development. They also launched TNGs (Teacher Network Groups) and SDGs (Specialist Development Groups) and all staff are part of these groups, across the west cluster and nationally across the Trust. They are specialist groups which include, Science, SEND, DSLs, English, PD and all subject areas. They have been a valuable platform for colleagues to share good practice in relation to inclusion and also to learn from others. Staff have trained as trainers in specific areas and are then able to share this training back within the Academy.

During lockdown, parents became one with the staff through Class Dojo. Lessons were uploaded, parents phoned for advice on how to 'teach' elements and were keen to share new learning and resources. Parents also received weekly phone calls from members of staff in their child's class to check in and provide support with learning and wellbeing.



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Teachers and parents worked extremely well together and were able to share their amazing journey, in difficult times, at weekly KIT (keeping in touch) meetings with the other primary Academies in the West region. This enabled staff to further build on inclusive practice and support other Academies in their journey. They also supported other Academies with their implementation of the Dojo system before and during the lockdown and partial closure.

Target 3 - To introduce a Junior Leadership Team.

Staff have successfully established a JLT to provide Pupil Voice for Jubilee Academy Mossley. There are 2 elected representatives from each of Year 2 to Year 6, who also share responsibility for ensuring that the views of EYFS and Year 1 are sought in an age appropriate way.

After researching best practice from other schools it was felt very important that children decide their own roles and code of conduct to give them the responsibility for their actions and how they wanted JLT to work for them. Therefore, as their first actions JLT created a 'job description' of the role and also created and signed a code of conduct for members to give clear expectations for both JLT children and staff about their roles. The children produced a launch assembly for the whole school about what their role is as JLT and how they would be asking for children's views about things at Jubilee Academy Mossley.

JLT took part in our Full Academy Review and independently shared the views of the children with the reviewers during an interview with ATT staff. The feedback was overwhelmingly positive with the JLT indicating that views and feedback from the pupils are listened to and acted upon. Each member of the JLT has a subject link and has met with the staff lead for that subject to review and inform JAMs overall plans for their subject. Feedback from these meetings has been shared at JLT meetings and will also be used in pupil questionnaires. Following on from this a meeting had been arranged for after Easter for JLT to share this feedback with the Senior Leadership Team, with these feedback meetings to become a minimum termly part of JLT.

When discussing our subject links the JLT also decided that they would like to become more involved in fundraising at school and created two Charity Ambassador roles. As part of this the JLT organised a cake sale to raise money for the Australian bush fires and had also organised a non-uniform day to support the PFA which was unfortunately cancelled due to the current crisis.

Preceding the recruitment of the new Principal, JLT worked with each class to talk about and gather their views about important qualities a new Principal must have along with what they definitely did not want. These lists were then collated and used during the shortlisting process to ensure that the children's views were foremost during recruitment. The original plan was for JLT to take part in the interviewing process, however this was not possible on this occasion due to the lockdown.

The JLT had begun work on a Pupil View questionnaire, which included questions informed by their subject visits. Due to the school closures this was not completed, but



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aim is for JLT to tweak this to reflect the current circumstances and gain the views of the children about the changes.

Target 4 - To publish a termly inclusion newsletter.

The school published one newsletter in the autumn term but have not published one since as blended learning over the partial opening and lockdown periods took priority, until this term.

Staff are using it as a platform to gain their voice and use their knowledge, as experts through their own children. This has been successful on an informal level, with parents supporting others with issues relating to toileting, autism and preparation for secondary school.

Staff have extensive evidence of support involving parents through Dojo, including updating them on safeguarding issues, signposting where to get support (SEND, safeguarding, mental wellbeing) and by setting up a support email address. Dojo replaced all newsletters and became the school's daily hub for everything in relation to their children. The school took part in wellbeing checks and visits in relation to a high number of families and set up their own school food bank to support the needs of our most vulnerable families.

Agreed Targets for 2020-2021

Target 1 - Setting up of the Parent Inclusion Group.

Target 2 - Tighten up the monitoring cycle to ensure a robust system is in place for vulnerable pupils (in line with KCSIE 2020).

Target 3 - Ensure that the wider curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning.

Target 4 -

- Ensure that meaningful enrichment opportunities within the curriculum and wider work are planned and co-ordinated to enable pupils to be confident, resilient, independent and develop strength of character.
- Embed the characteristics of an effective Jubilee Academy Mossley pupil within the curriculum and wider school.
- Embed the importance of keeping mentally and physical well.



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The Impact of the Cluster Group

Jubilee Academy Mossley are active participants in their cluster group, Inclusive Allsorts. The impact of previous cluster meetings includes:

- A review of CPOMS categories.
- Completion of the 8 principles of whole school approach.
- Staff wellbeing champions appointed.
- Consideration of more mixed ability pairings.
- New programme with growth points introduced.

The school is represented by two members of staff at each cluster meeting. They are active participants and there was ample evidence during the review that the meetings have resulted in changes to school practice in some way. Their contribution to the IQM cluster meetings is valuable and much appreciated.



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Overview

Jubilee Academy Mossley is a warm and welcoming primary school. There is a clear commitment to its community and a strong sense of ambition for all pupils irrespective of their circumstances. The opening lines of the school's vision statement states: "We believe that every child is important and deserves a first-class education. We believe everyone has the hidden potential to be uncovered and nurtured."

As the review progressed, it was clear that this is not empty rhetoric but a way of life at this vibrant and inclusive school. Jubilee Academy Mossley opened as a sponsor-led Academy in August 2012 within The Academy Transformation Trust. The Trust provides excellent support and amongst its mission statement it describes education in its schools as "Unwaveringly inclusive". I was able to have a meeting with the Trust's Regional Director for Primary Schools during which we discussed a wide range of topics including the school's success at building relationships within its community and how she felt the school's inclusive ethos was "tangible".

In September 2020, a new Principal was appointed. Despite the added challenge of dealing with the impact of an unprecedented pandemic, she has remained positive, optimistic and determined to continue providing support for all children and adults in the school. She is ably supported by an experienced and highly effective Senior Leadership Team, teachers, teaching assistants and support staff. I was impressed by the care and attention paid to ensuring the welfare of staff generally but also during the period of lockdown, this was later confirmed by school staff.

The school serves a community which faces significant educational, social and financial challenges. Overall, 62% of children at the school qualify for the Pupil Premium and there are 22% of pupils receiving additional SEND support, the population is predominantly white working class with 6% registered as EAL.

Despite being online, I was shown photographs of classroom environments and spoke about how the classroom environment was carefully planned to reflect topics being taught so that it would reinforce learning. The school had recently had an upgrade to its IT system. One of the online platforms the school uses, is Class Dojo which, during the period of lockdown, proved to be a valuable resource in keeping families in touch and children learning.

I spoke with two of the eight members of the Junior Leadership (JLT) team during the review. They explained how the JLT had developed and the roles that each member of JLT fulfils. Each of the JLT is attached to a curriculum subject and wider school issue, for example, charitable work. Amongst a variety of activities, they seek to elicit pupil voice as they told me, "...children often have a different perspective of issues than adults..." and "...it is important to us that we seek these opinions and use them to inform our decision making." They described their work and success in raising money for the Australian Bush Fire Appeal and working with the Parents Friends Association (PFA) to raise money for playground equipment for EYFS. The JLT and their staff coordinators meet every two weeks and each half term they meet with SLT and Governors. JLT also took part in the Full Academy Review and also participated in the selection process for staff.



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The curriculum is a strong feature of the school and is managed effectively and creatively by an Assistant Principal with whom I discussed the main features. There were three key lines of improvement which were highlighted. These were to ensure that the wider curriculum is coherently planned and sequenced towards cumulatively sufficient knowledge and skills for future learning for all learners from their starting points; ensure that the curriculum promotes equality, diversity and fundamental British values, including an embedded exposure to BAME influences, themes and individuals; ensure that meaningful enrichment opportunities within the curriculum and wider work are planned and co-ordinated to enable pupils to be confident, resilient, independent and develop strength of character.

I saw examples of comprehensive planning documents, phonics progression sheets and long-term planning. I was also shown a Curriculum Map for parents which was suitably pitched and informative. The school, with support from the Trust, has made significant investments into purchasing resources particularly for reading. A good example of this is the new library provision in EYFS where parents can borrow books to read at home with their children. The school has also subscribed to a number of curriculum and assessment packages such as 'Cornerstones' and 'No More Marking' which provides national comparative judgements, making feedback much more efficient and effective. Currently, the curricula for English, Maths, Science, Art, D&T, History and Geography are well advanced with remaining areas under development. Staff are also working on developing and incorporating the new EYFS curriculum that started in September 2020. The planning is thorough and not only does it map out content and skills but it includes consideration of the classroom environment to reinforce learning.

There is a good range of enrichment activities available for all pupils which link with the curriculum such as bringing in a space dome and a visit to the Lego exhibition at Aston Hall. At Christmas time, all children visited the pantomime (KS1&2) or Winter Wonderland (EYFS). The school heavily subsidises the trips and where there is financial hardship, further support is made available so that no pupil is excluded from attending. I spoke with teachers and teaching assistants who demonstrated a clear commitment to the values and ethos of the school and who also explained the processes of performance management. These processes were referred to earlier in discussion with the Regional Director and also in the ESCI document she provided. There is excellent support for professional development through the Trust wide Institute. As well as a wide range of professional development courses the Trust provide opportunities for staff to work towards NPQSL and NPQML and currently there are three staff engaged in the NPQSL and one with the NPQML. Across the schools in the Trust, a variety of network or cluster groups exist to advance aspects of teaching and learning and which meet regularly.

I saw evidence of appreciative and supportive comments from parents particularly through the period of lockdown. The evidence clearly shows how well staff at the school have fostered a strong and effective relationship with families and developed parental engagement. As mentioned earlier, Class Dojo has been instrumental pre-lockdown and especially during the partial closure in keeping parents and children engaged. Learning materials during this time were available online or staff would deliver them where and when required. A new safeguarding app has been recently introduced which staff and parents are able to download and use. There is an active



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PFA who work tirelessly to raise additional funds and support the school in many practical ways. Each year they use their funds to support the Year 6 adventure activity break therefore making the cost more affordable to parents.

The Regional Director explained how Governance is organised locally at the school and also Trust wide with Trustees. There is a huge depth of expertise and experience available and collectively, it contributes to a highly effective system of Governance and strategic oversight. Amongst the local Governors, there is a parent Governor, a community Governor who is the vicar of the neighbouring church and a staff Governor. The school is an active member of and advocate for its community. I was interested to hear about a planned Social Action Project organised through Walsall council which the school are committed to joining. The staff and pupils of the school regularly and frequently support the Local Care Home through a number of visits and the much anticipated and enjoyable Christmas Lunch with residents. The school receives support and works alongside school nurses to raise awareness of health provision and through Building Blox, a multi-agency group, engages with the most vulnerable to raise awareness around issues such as radicalisation, gang culture and drug and substance abuse.

The school should be congratulated for the skilful way in which it navigated a smooth course through lockdown. Pupils and staff described procedures which were adapted to ensure safety and the continuation of a meaningful experience throughout the partial closure. Since September, further measures have been taken to maintain a safe environment and experience for all who work and learn at Jubilee Academy Mossley.

Jubilee Academy Mossley continues to move from strength to strength in terms of its inclusive practice and I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark Centre of Excellence review. I recommend that the school retains its IQM Centre of Excellence Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Barry Carney

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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