



Assessor's Evaluation for the IQM Flagship Project



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

Head/Principal: Kate Benton

IQM Lead: Joanne Westwood

Date of Review: 28th September 2022

Assessor: Cathal Lynch

IQM Cluster Programme

Cluster Group: Inclusive Allsorts

Ambassador: Jane Flynn

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- Meeting with SLT
- Learning Walk
- Meeting with teachers, TA's, Governors/parents
- Key IQM Leaders, pupils, SEF, and SIP

Additional Activities:

- Discussion of future IQM priorities



Evaluation of Annual Progress towards the Flagship Project

Outline of Project: Working with schools across Walsall

2020 – 2021 has been a very challenging year at Jubilee Academy with high staff absence (mainly due to Covid) and the departure of five teachers, who had not been supportive of the changes being implemented by the relatively new Leadership Team. This resulted in lower than expected academic progress for pupils and a change in priorities for key lines of inquiry (KLIs). This has meant that some aspects of the research and project have not experienced the success envisaged, due to being put on hold, or being rolled out more slowly than intended.

From evaluating their action plan, as submitted with last year's review, the school believes it will be completing them before the end of the Autumn Term.

They are nonetheless celebrating their successes which include:

- Whole-school audit of needs and vulnerabilities carried out - with key children identified and support put into place.
- Introduction of emotional checking in in all classes - with bespoke session for children with higher needs.

Lots of additional training for all staff and targeted support for staff dealing with specific children has been introduced. Strategies to identify children in need of support, CPOMs data helps inform pieces of the jigsaw for vulnerable children which is monitored closely. 'Name It and Tame It' emotional work, anger gremlins, fun friends, with lots of visuals prominently displayed, have all helped to support regulation in the classroom. The training helped staff make sense of what they were seeing but also helped other children understand diversity and tolerance. Calm down spaces and time out strategies are used across the school. Personalised support for transitions has put in place.

- The school has trained an ELSA and two further trained Forest School (FS) staff in school (taking the FS to 3 staff). This will allow targeted vulnerable groups to access additional afternoon sessions to enhance wellbeing and self-esteem.
- The vulnerable children list is shared with all staff – CPOMs audit highlights success of vigilance by staff and improved understanding of ACEs from all staff. Staff felt that ACEs training helped them to see things more clearly and bridged the gap between theory and practice. This was reiterated by a number of staff members.
- Early Help success with significant family impact has ensured that a pupil is now in the correct specialist setting with the support of Adoption at Heart and a Family Support Worker. Carers reiterated the success of this intervention and spoke very highly of the support school had provided for them.



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- EHCPs in place for four children who have experienced varying levels of trauma from being children who are looked after (two children) and subject to either CP or CIN (two further children).
- Diversity, Equity, and Inclusion (DEI) Champions – in lockdown there was a big emphasis on mental health and lots of training around this was delivered. The school chose to make the focus *equity* rather than *equality*, to reflect that everyone needs to get *what* they need to get to the same place, rather than everyone gets the same. This was agreed by staff as they preferred what it stands for. Staff and children champions have been put in place, audited by ATT to identify gaps, and set up cluster groups with staff in Trust schools in the region. Staff looked at how to incorporate DEI in the curriculum where gaps existed. Children helped with this by getting involved in book looks to say what they liked and what they wanted more of. DEI champions requested that they deliver an assembly on Autism to support an individual child, this helped remove stigma and start conversations around how they [pupils] can help others. Pupils were able to speak clearly and with confidence about equity and were keen to explain how they had helped to raise awareness in the school.
- Successful continuation of development of staff through the Lead DEI champion and the setting up of pupil DEI champions (Diversity, Equity, and Inclusion). Pupils have lead assemblies, carried out book looks, and they have started to take on more responsibility to ensure that the academy is fully committed in ensuring that they are fully inclusive - including ensuring that the curriculum and texts meet today's diverse needs. Last year they started with a particular focus on hidden disabilities- which led to research, and work being carried out and a child in Y6 with a diagnosis of autism who then led the assembly. They spoke proudly of the assembly they had participated in and the books they were able to select for the school.
- The Jubilee Way completed to ensure all staff (old and new) know what is expected of them in all areas of school life. One of the teachers commented “This has brought everything together in one place and is inclusive as everyone knows what is going on.” The Jubilee way is a newly created handbook that is constantly evolving. It contains information on the school vision, behaviour management, relationships (characterised by the tag line friendly not friends), attachment, consistency, expectations, pastoral expectations etc
- The environment has begun to receive a complete overhaul. Communal areas have been wrapped to show key curriculum areas and classrooms are now more consistent with what and how they display key curriculum information and resources. The school has purchased a wide range of texts, for the children to not only read at their pleasure, but also for class reads. The children have been involved in helping to select books to ensure diversity is being read about and discussed and so they understand that discrimination is not acceptable in any form. Over lunch I spoke to a group of children who said they had experienced bullying in other settings, but all agreed it did not happen at their school.
- The safeguarding curriculum has been enhanced to ensure that DEI is covered along with topics such as HSB and stereotyping. The school had an extremely successful safeguarding culture audit during 2021 – 2022, which highlighted a number of strengths in how they deliver this curriculum to children and parents.



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TA's felt that the project had helped them to deal more effectively with individual pupils to better meet their needs focussing on structure, routine, and consistency. The emotional support for some pupils was invaluable and knowing strategies such as visual timetables, now and next activities, emotion fans help personalise things for each individual, always with an awareness that strategies don't always work the same for all children. Staff also began using visual prompts for supporting individuals without drawing attention to them.

The school values are based around SUCCEED - Successful, Unique, Creative, Confident, Enthusiastic, and Determined. It links to class Dojos and celebration assemblies and will begin to be linked to the curriculum this year. Jigsaw is well embedded to support PSHE and has been very helpful in supporting children and linking with DEI.

Children feel that they support each other well in school and that they ensure everyone fits in, but they can also be themselves. They explained "we have worry monsters where we can write down our concerns. "It's ok if you have a disability or a condition, everyone can be treated the same." If we see someone feeling down, we can ask them if they want any help or if they are struggling with their work, and you can give them help.

They also described the work of their Junior Leadership Team for example citing the book cupboard in the playground that will be opened at the end of the day for people to borrow. This came from a pupil suggestion based on the premise that if you don't have enough money to buy one you can borrow a book. It will be called Books for All and will also have adult books, so it really is books for all with children being able to donate books back as well.

There are posters of the DEI Team and Junior Leaders so people who know who to speak to about worries inside or outside school and they wear lanyards to further aid identification. Pupils told me that they sometimes go with children who may be worried about telling staff something to support them and were proud to tell me about their school motto "Together we will succeed."

Provision mapping has helped support staff take ownership of what they need to do to support pupils. It has also helped identify gaps in training such as precision teaching, attachment, etc. Shine software helps identify gaps in maths and reading and make suggestions for bespoke interventions which supports learners to catch up on key concepts.

Teacher Network Groups (TNGs) are set up by the Trust to support curriculum development which ensures more consistency and facilitated sharing of best practice. It also allows external training to be brought in to fill identified gaps.

Specialist Development Groups (SDG) Safeguarding, SEND, staff wellbeing, curriculum, and outcomes etc also run for one day a half term.

ATT institute is the go-to for training for all staff, it can be live sessions, webinars, Trust wide CPD days and self-study. This was identified in a Trust wide audit as an area for development and is the Trust response so the prominence is now higher in the school.

The use of strong diverse texts has been mapped across the curriculum, planned enrichment activities are planned to tie in with curriculum areas such as visits to the National Arboretum



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to tie in with History, Viking workshops, 1950s days etc. Assessment is robust but some foundation subjects do need further development.

Planning is fully supported through the use of programmes of study that provide a solid baseline from which staff can personalise their lessons. Children are aware of their own learning journeys in individual subjects as it is mapped out and in the front of each book. Knowledge organisers are used to support learning at the start of each topic.

Early help in school is used as an informal support for families who may need referral elsewhere but may not meet the threshold for support or may not trust or understand what outside agencies are for.

The local church is actively involved in the school, as are the PCSOs who run programmes called building blocks to support children in danger of disaffection working with Fire, Ambulance, Street Teams etc to raise aspiration and support them to make positive life choices. This culminates in a graduation ceremony to which parents are invited and pupils tell the story of their journey.

The local Grammar school does outreach work to support first aid and digital detoxing.

Parents speak highly enthusiastically about the school and the support it has offered to them and their children with a range of additional needs. Comments they made include "I can't say enough about the school they have done everything for us." "we are going through an ADHD diagnosis and the school couldn't do enough for us. They have been brilliant." "I've seen differences over the years, no matter what they will try and sort something out, staff ask me what helps, and I said giving jobs is great (all parents agreed.)" "They know here there is someone they can talk to here." Perhaps most tellingly one also commented "I wish my kids could have stayed here until they are 18 as I know they would be ok."

Staff have an enquiry question as a Performance Management target based on research that they will complete based on school KPI's, so they have to research a project themselves.



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Agreed Actions for the Next Steps in the Flagship Project:

Project Title: My classroom; my safe space.

How does an increased awareness and understanding of attachment and trauma ensure that staff's use of language (verbal and non-verbal) support the emotional development and resilience of children?

Outline of Project: Working with schools across Walsall

Walsall's Programme details: Our main steps for our programme for the coming year have to prioritise training for parents, as we feel that this is the step (partly due to Covid) that has been the most difficult to implement as we would have anticipated. Training will ensure that we are giving the same message to all of our stakeholders, without compromising the main needs behind the project.

Following an unsettled period, the school needs to focus on embedding much of the work that has already begun. This would be complimented by a number of additional objectives once the original ones were firmly established.

Complete Relationships Policy and share with all stakeholders, policy to be an appendix to Behaviour Policy issued by the Trust.

Set up research portal as part of the Safeguarding SharePoint for staff, to act as ongoing/refresher training for current staff. Consider creating online induction programme based on the Jubilee Way with regular checking for understanding to identify gaps and ensure completion.

Ensure all new staff have received emotion coaching and ACEs training as part of their induction. Consider further strengthening the Jubilee Way by including behaviour routines (which will need to be clearly articulated and practiced first) and pedagogy including approaches to teaching and learning then using it as live document to grow organically with essential key information. This helps preserve institutional memory and facilitates hard resets when current practice begins to break down. It should also be used to support induction of new staff.

Set up a cycle of parent workshops to address the main needs of the academy and community. Explore external providers through social care and third sector organisations: including but not limited to:

- Emotion coaching.
- L1 safeguarding.
- ACEs.
- DA.
- Mental Health.

Extend IQM Cluster Group invitations to staff within Safeguarding and DEI team, depending on topics being covered. To improve capacity within the academy.



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Update the ATA floor book to ensure that Academy successes are captured.

Update the ARC action plan and share with staff including a focus on transitions around school having looked at flash times and hot spots. Junior Leadership Teams to help audit using checklists of routines.

Ensure attendance at IQM Cluster group meetings where possible.

The Impact of the Cluster Group

Staffing shortages due to Covid and IT issues have made attendance difficult this year and the Summer meeting did not happen. Impact then has been negligible however in previous years the school has attended. This has been helpful to network with people with a similar vision. Comparing journeys and looking through different lenses has been helpful to enable best practice to be brought back and reflect upon. Seeing how it all follows on in secondary has been helpful as has sharing of resources and ideas. Giving back is also important by supporting others on their journey as it helps children everywhere.



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Overview

Jubilee Academy is a one form entry primary school based in Bloxwich, Walsall catering for children from 4-11 that prides themselves on their strong relationships with families and stakeholders. In 2021, the academy's location IDACI was ranked at 17 out of 317 in England where 1 is the most deprived. This places 96.4% of children in the most deprived neighbourhoods in the country. Accordingly, last year uniforms were provided free of charge to all families. Jubilee converted to an Academy in September 2012 and at that point the school was judged to Require Improvement, when it was inspected in March 2019 it was judged to be Good. There has been a change of staff within school including a new Assistant Principal for Curriculum, 2 ECT's and an unqualified Teacher in September 2022.

There are currently 208 children on roll with an intake that is from mainly white British families with 18% of ethnic minority pupils. This has increased over the two last years. The number of EAL pupils is 6.3%, which is a slight increase from the previous year. 57% of children are eligible for Pupil Premium.

The school's motto 'Together we will succeed' is at the heart of all work in the school and children were able to articulate it proudly. This is evidenced by the regular consultations with parents through Microsoft forms and the involvement of pupils in decision making. A huge effort has gone in to supporting pupils and families with basic needs such as through the Breakfast Club funded by Greggs, the food bank supported by ASDA and vouchers for families in greater need through the Trussell Trust. One family were supported with a successful bid to Greggs for a new washing. Nurture Breakfast Club occurs for very small numbers of targeted vulnerable pupils and the daily Reading Café before break ensures targeted children can eat while they undertake their daily individual reading.

After school clubs were set up this year run by school staff, who all undertake to run a club for a term once a year. This is not something that had happened previously, and children were consulted over what clubs they wanted. As a result, 149 pupils signed up in 6 days for a range of activities including Spanish, reading and cookery.

The school is also a Stonewall champion to celebrate differences.

All of the proposed areas for development should be considered alongside the need to raise attainment of pupils in Reading, Writing, Maths and Phonics. Leaders are aware of this and plan to embed incremental coaching, mentoring of ECT's, Literary Tree, Read Write Inc and high-quality texts as well as having a focus on embedding routines and consistent quality first teaching. This should be made easier by having a stable, supportive staff body.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time.



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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 Flagship status.

Assessor: Cathal Lynch

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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