

10th July 2018



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Centre of Excellence Review Date: 28th June 2018

Summary

Eatock Primary School is an outstanding community school. It is a happy and welcoming school in which all pupils thrive. The school is an average-sized community primary school. It has 221 pupils plus 15 hours nursery care per week (morning and afternoon sessions) for 6 pupils and 30 hours full time Nursery care for 23 pupils. The age range of pupils is 4-11. The school was last inspected by Ofsted in June 2016. The school's overall effectiveness was graded outstanding in all areas (effectiveness of leadership and management, quality of teaching, learning and assessment, personal development, behaviour and welfare, outcomes for pupils and early years provision).

The percentage of pupils with SEND support is in line with the national average and there are two children with an EHCP in school which is broadly in line with the national average. The number of Looked After Children in school is below national averages. The school deprivation indicator is in line with National. Currently, FSME6, is broadly in line with national whereas the percentage of FSM pupils is lower than it was in 2016: 11.6% in October 2017, compared to 23.5% in 2016. The percentage of FSM is below National at 11.6% compared to 14.1% (September 17). The percentage of pupils from minority ethnic groups is well below the national average, as is the percentage of children with EAL.

First impressions more often than not are accurate. The communication prior to my visit was excellent and the welcome upon arrival was warm and friendly, yet professional. There were lots of smiling faces and a feeling of genuine warmth. You are certainly made to feel very welcome in this highly inclusive school.

Following the Ofsted inspection in 2016, inspectors concluded that *"Eatock is an inspiring place for pupils to learn and lives up to its school motto of 'Giving children wings to fly'."* It was abundantly clear from observations during the learning walks conducted on the day of my visit that pupils are not just engaged in their learning but are engrossed. This was the case in all classrooms and the wildlife area where year 4 were having a maths lesson. This is due to the exceptional quality of teaching and support that is provided by a dedicated and expert staff.

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The school decided to develop mastery approaches to teaching and learning across all key stages and this has been the first year when it has been adopted across the entire school. This strategy has been very well led and managed and appropriate professional development has helped ensure its successful implementation. In addition, leaders have visited other schools with relevant expertise and experience and have received training from them, for example in mathematics. This has been a reciprocal arrangement in that staff from Eatock have supported in English mastery teaching. School leaders have wisely recognised that there is much to gain from linking with other schools in order to learn from and support each other. This particular strategy has been thoroughly researched, implemented and embedded in impressive fashion.

From a recent pupil voice feedback on teaching and learning, pupils were appreciative of the new mastery approach. The following comments are typical: *"I like how Miss McCabe uses the working walls. She writes on it during the lesson as we work out the maths, like this week we have been calculating percentages, and it's got the working out, like the bar model and the steps we need and then we can use it to help us during the lesson. We also used the tens and ones first to help us understand percentages and what it means."* *"They teach us the skill first and then we apply that skill."* *"Maths is challenging but not too hard. If we have finished our work early, then we have challenges too which I like."* *"My teacher helps me to learn by demonstrating. My teacher also asks me lots of questions rather than just telling me the answer."* *"My teachers build up my skills gradually rather than in big steps. Small steps are better and help you to understand what you are learning. She knows my gaps."* *"I like how we are in charge of our learning and how we learn by answering a main question."*

The provision for children of all abilities and needs is carefully planned and expertly deployed. Teaching assistants at Eatock are very skilled and work collaboratively with teachers to plan their interventions. During the learning walk I saw teaching assistants working in classrooms and the corridor spaces just outside and in classrooms with a group of children who needed a good deal more support. Teachers' marking is purposeful and contributes significantly to the progress that children make. The strategies for differentiated work is impressive as witnessed in a year 2 mathematics lesson, for example.

During the learning walks, including in the fabulous wildlife area used for learning outside the classroom (LOTC), the mastery approach was consistently in evidence. In a year 3 English lesson, the pupils experience in the wildlife area helped inspire their work in the classroom as they went in 'search' for the missing alien! The use of the wildlife area is an integral part of the curriculum provision and every class spends at least one morning or afternoon there each week, come rain or shine! It is such a valuable resource and it is exploited very well indeed for the benefit of the children. The decision to appoint a member of staff to work exclusively to develop the area was key. Ofsted inspectors described the woodland area as *"magical"* adding that it contributed *"...enormously to way pupils understand and enjoy their learning"*.

At the end of Key Stage 2 in 2016-17, the school was in the top 10% of schools nationally for progress across all subjects. The progress made by pupils with additional needs and those describes as 'Ever 6' was significant. School data is predicting a slightly improved outcome this year. Data systems at Eatock are robust and accurate. Assessments are regularly moderated within school, between schools and by the Local

Authority; nothing is left to chance. As a result, teachers and teaching assistants who use the data and subsequent analysis, are able to effectively plan their interventions.

Behaviour is exemplary, it is consistent throughout all areas of the school and times of the day. There is a genuine respect for each other and everyone is polite. Adults in the school are excellent role models for the children who are clearly very happy, thoughtful and caring young people. In the brief discussions during my learning walk, children were keen to speak to me and explain what they were doing with an understated confidence that was endearing.

The quality of teaching is paramount, it is appropriate that Eatock has continued its links with Edge Hill University and developed its role as the Lead School for Schools Direct. Within the cluster, there are ten primary schools of differing nature including one IQM Centre of Excellence that is also a member of the same IQM Inclusion Cluster. The school has appointed a lead for Schools Direct who works with and supports the other schools in the cluster. She also works very closely with Edge Hill and often delivers lectures.

The school is proactive in seeking links with other organisations in order to support and learn from the best practice. A good example is the work that the head and members of her senior team are doing with ECM Consultants in that they are delivering training and consultancy on inclusive practices in schools. Eatock is also a proactive member of its IQM Inclusion Cluster. The previous day to this review, the school hosted a cluster meeting and delivered on the theme of learning outside the classroom. Ample evidence was provided that demonstrated this school's commitment to supporting others and learning from others and throughout it all is the thread of inclusion.

Leadership at Eatock is exceptional. The headteacher begins her role as a Local Lead for Education from September and there are also four Specialist Leaders of Education. There is good balance of ambition and compassion and leaders recognise the value of their staff and support their wellbeing and professional development very well. Staff also recognise the qualities of school leaders and are appreciative of their support. As Ofsted inspectors found, leadership at Eatock *"...has set a culture of high expectations and insistence on nothing but the best for every pupil."*

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark, Centre of Excellence review.

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 COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Assessment Commentary on COE Action Plan:-

- Leadership is determined and measured, ambitious and uncompromising in its pursuit of improved outcomes for children. There is also a real sense of moral purpose and a strong inclusive ethos. There are detailed plans for continued development within which the following constitute the IQM action plan.
- The school wishes to obtain the Dyslexia Quality Mark and has already begun to prepare for that assessment. As is the common practice at Eatock, all developments are carefully researched before implementing and to this end, the SENCo intends to visit schools that already have the award. In addition, it is intended to arrange for training to be provided by a specialist SpLD lead from a local Special school. In fact, this is a valuable link and the school plans to liaise each half term on the progress towards the award.
- The school will continue to develop its mastery approaches to teaching and learning and will roll this out to include all foundation subjects. The clear success of this year is compelling argument to broaden the provision. The school will also look to embed growth mindset approaches alongside mastery approaches. To this end, leaders have planned to visit School 21 in London to see how their curriculum works. From some preliminary investigations, it appears that leaders will benefit from the visit and bring back some useful curriculum ideas and strategies. Wisely, leaders will also ensure that the same rigour is applied to monitoring this initiative as it does with existing provision.
- In line with many schools across the nation, Eatock recognises the increasing importance of developing the curriculum and provision to promote good mental health and wellbeing for pupils and staff. Plans are in place for the SENCo to attend Youth Mental Health First Aid training and for that to be disseminated to other staff. In addition, further research including attending a webinar will be conducted. There are plans to explore the possibilities of using resources from Philosophy 4 Children approaches. The SENCo will work with subject leaders to review the curriculum and seek opportunities to promote good mental health.

Further Developments agreed after discussion:-

- It was decided that the fourth target of further developing commitment to sharing good practice was unnecessary as the school already has an excellent record of doing this and has further demonstrated that by its involvement with the IQM Inclusion Cluster group.
- With a view to the school becoming a Flagship in two years, discussion took place around a possible project. There are many candidates, but it was narrowed down to a project around mental health and links with outdoor learning as this is clearly an area of expertise at Eatock.

Assessor: Barry Carney

Review Date 28th June 2018