



12th July 2019

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COE Review Date: 1st July 2019

Summary

Eatock Primary School is a one form entry average-sized primary school with 221 pupils on roll, where the vast majority of pupils are of White British heritage. Attendance is currently 96.4%. The school is an impressive, inclusive learning environment where pupils and staff are encouraged to achieve their full potential, to develop as individual learners and to contribute to the inclusivity of the school and this also filters out to parents and the local community. The staff at the school recognise that the challenges facing their pupils are not just academic and recognise that there is a need to educate the whole child and often their families as well. This clearly resonates with their mission statement and permeates everything that the school and staff do, 'Giving Wings to Fly'. Their mission is to ensure that their children are equipped with all the necessary skills, knowledge and wider attributes which enable them to fulfil their potential and live successful lives. In order to achieve this they give pupils the best education possible and superb care so that they learn well and are happy in school, supported by the the same level of commitment to providing a highly inclusive teaching and learning environment for all pupils and staff, ensuring that the school is an inclusive enjoyable, friendly place for all to come to work and learn.

It was evident during the review that everyone involved at EPS believes in and works hard on a daily basis with their pupils to ensure very the best outcomes not only developing pupils' knowledge and skills, but also working very hard to instil an enjoyment of education and learning as well. EPS is an extremely friendly and welcoming inclusive learning community and is a vibrant ever-changing, developing community with a happy, family-orientated environment where exciting things happen in and out of the classroom. The school environment encompassing not only the indoor areas, but their impressive outdoor learning areas continues to evolve and develop with a focus on encouraging children's independence. Classrooms and corridors celebrate pupil's achievements and progress through colourful, vibrant and informative displays. Pupils at EPS are listened to and valued, they know they belong and are encouraged to continue to achieve and grow as individuals. There is a real warmth here that has been created over an extended period of time and can clearly be seen in the relationships that exist between everyone who teaches works or learns here and is central to the ethos

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and the success of the school. There is a vibrancy to the learning in all areas of the school with a very clear focus on learning that helps pupils to develop the skills, they need to be active participants in their community and in society that focuses on honesty, happiness and tolerance where everyone is valued and respected as much for their difference as their similarities. These are facts I can attest to from the evidence of the review and from discussions with staff, pupils and an external partner during the day.

The natural, nurturing, caring and highly supportive environment at EPS ensures all pupils receive the best education and care possible, delivered by highly motivated and dedicated staff, who work exceptionally hard every day to ensure this happens. Pupils at EPS have a wide variety of different opportunities and experiences as possible in order to broaden their life experience and develop confidence and self-esteem so that every pupil finds out what is unique about themselves and can capitalise upon it, whilst being supported and eased through areas of challenge whenever they occur. Mutual respect is evident in all areas of the school, adults who work in the school led by the inspirational Headteacher and her senior team, have a clear vision and aspirations for the school and for their pupils with a relentless drive for all to succeed. They also support their colleagues and work together extremely well as staff, this came across very clearly during discussions and conversations with staff. Everyone involved at Eatock Primary School should be very proud of the way they work together to provide the best for their pupils and their families.

As part of the review process through discussions and with reference to key documents I was able to check that EPS continues to enact their inclusive ethos with regard to all elements of the IQM award. Discussions were held with a variety of staff, pupils and an external partner who spoke frankly about their experiences of the school. I was privileged to see a GRIT - Give it your all; Redo if necessary; Ignore giving up and Take time to do it right - Award Assembly rewarding perseverance, resilience, grit and watch children receiving their certificates and the watch a stunning performance by the after school 'Signing Club' who performed and signed a song using 'Sign Along'. A very special moment demonstrating the school's superb inclusivity.

I had an interesting conversation with the Deputy Headteacher who leads the Schools Direct training at EPS as part of 'The Eatock Primary Cluster School Direct programme' that is delivered by good and outstanding practitioners in a highly supportive and aspirational environment. The majority of training is delivered by the Eatock Cluster School Partners and Edge Hill University with programme supporting trainees to develop innovative and creative approaches to teaching in a supportive environment. Enhancement days are led by EPS. Trainees are provided with classroom-based experiences that will enable them to reflect on pedagogy in practice. Impressively, as this has their first year all seven trainees have graduated, with a number as outstanding and five have already secured a job and are in the process of interviewing candidates for next year where they hope to have ten trainees.

There were two opportunities during the review to participate in observations of teaching and learning in KS1 and EYFS and in KS2. I was able to observe lessons in the classroom and in the outdoor learning area, talking to staff and pupils about what was being taught and learnt. In all lessons and classrooms visited it was clear to see evidence of the outstanding relationships between the staff and pupils and between the

pupils that, in every case, led to excellent learning, where pupils were confident in discussion and were able to give their point of view in an articulate manner. In every lesson teaching was without reservation good or outstanding, a fact that the school and the staff should be very proud of. There has been continued improvements to the Forest School/Outdoor learning areas of the school with a fabulous 'Reading Hut' sited on the playground; a new DT area, and Mud kitchen, Bird hide, and reading/oracy area in the Forest School area, complete with sentence stems on the blackboard, that replicate what was seen in every classroom during observations and that pupils freely use to support what they are saying and writing. EPS and their LOTC Lead should be commended for and extremely proud of their LOTC and the way in which they engage with learning outside the classroom and are committed to continually improving what they offer in this respect. It is the best LOTC provision I have seen to date and I would agree with Ofsted in 2016 who stated, 'The magical' woodland and outdoor provision contribute enormously to the way pupils understand and enjoy their learning.'

I had the privilege to talk to and listen to two groups of pupils during the review as well as a number of pupils during observations in lessons. All pupils were articulate and behaved in a very mature manner. The school, the pupils and their parents should be extremely proud of the way they conducted themselves. Pupils felt that the school was a very safe and exciting place to attend, where they were actively engaged in their learning and had a wide variety of different learning experiences that encouraged them to achieve to the best of their ability. It was very clear to see from listening to the pupils and observing lessons where there were high levels of engagement and all were actively involved in what they were learning that this is an outstanding school in every respect. This was made very clear in the schools last Ofsted inspection in 2016 where it was stated, 'Eatock is an inspiring place for pupils to learn and lives up to its school motto of, 'Giving children wings to fly' and 'Pupils rise to teachers' high expectations and benefit from the outstanding teaching they receive throughout the school.' Statements that still hold true today as I can attest from the evidence of this review. I was also able to listen to a debate by pupils from the school who had been involved in a Public Speaking Competition through Westhoughton Rotary Club recently where they had spoken about 'The Plight of the Bumblebee'. It was a privilege to listen to pupils who were extremely articulate and talked with eloquence and passion about the plight of bumblebees in this country. It was a real pleasure to listen to them speak and answer questions so knowledgeably at the end. They showed a maturity and confidence beyond their ages and they should be immensely proud of themselves.

EPS were awarded the 'Dyslexia Aware Quality Mark' after the final validation meeting on Thursday 27th June 2019 and is the first mainstream school to achieve the award in the authority. The Lead for SpLD for Bolton was so impressed by the school and the way in which they had engaged in the process that, although he wasn't able to attend on the day of the review instigated a phone conversation. He explained that as part of the validation process external partners from Salford and Bury had been involved and they were extremely impressed by what they saw at EPS. He went on to explain that everyone who was involved in the validation process on the day thought that the consistency between the staff in classrooms and between what was offered in each class was outstanding, as was the enthusiasm of the staff and the pupils. In fact, he was so impressed that he felt EPS were a 'Gold Standard School' and they would be used to model excellent practice for schools wishing to achieve the award in the future and

suggesting that schools visit and work with EPS to achieve the award. He fully supported the school as a superbly inclusive setting from the evidence of the process in achieving the 'Dyslexia Aware Quality Mark'. A fantastic accolade for the school that reinforces their superb inclusive practice.

In summary it is very clear that Eatock Primary School is an outstanding school in every sense and that they are committed to providing the highest standard of teaching and learning experiences that develop pupils' love of learning and develops their skills for life alongside academic achievement. The superbly, inclusive environment ensures each pupil receives the very best care, nurture, support and education, delivered by extremely dedicated staff. A school where nurture, care and support are at the very heart of everything that happens on a daily basis and was observed in multiple interactions between staff and pupils; between pupils and between staff and was evidenced time and again during the review from discussions and from evidence provided prior to and during the day. Everyone involved at EPS understand that this is a superbly inclusive place to come to work and to learn and they should be commended for their efforts in making Eatock Primary School is such a special place.

Having completed a rigorous and thorough review of the schools Action Plan for 2018-19 and having discussed and agreed the targets for 2019 – 20. I am of the opinion that Eatock Primary School continues to be a school with the Inclusion agenda at the forefront of everything it provides for its pupils. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, pupils and families. I recommend that the school continues to hold Centre of Excellence status and is reviewed in one year's time. The school has fully embraced involvement in their IQM Cluster Group (IP NW) having attended four out of five meetings since achieving COE status and hosted a superb meeting in June 2018.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data

Prior to the day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinise both hard and electronic information presented to me and I can confirm that the school's evaluation of progress is extremely accurate. During the review meetings were held with the Headteacher and Deputy Headteacher, SENCO, Staff, a Governor who talked at great length and passionately about the way Governors monitor and support EPS. He was very knowledgeable about what happens in the school and explained that Governors are regular visitors to the school and fully engaged with everything that happens. I was also able to talk to pupils in meetings and as part of learning walks around the school. I had a phone conversation with the Bolton Lead for SpLD, who had led the assessment of the school for the Dyslexia Award and who wanted to discuss how inclusive he felt the school was. As part of the review process there was a discussion and evaluation of the progress and impact of the Action Plan for 2018-19, and opportunities to discuss and evaluate the schools Action Plan for 2019 -2020 with a variety of stakeholders. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's outstanding inclusive practice.

COE Action Plan 2018-19:-

The school has diligently implemented the actions identified at their last review and provided a comprehensive summary of actions taken to meet the targets set and the impact of these actions. Actions from the last review period successfully achieved include:

- Achieving the Dyslexia Aware Quality Mark. After a review day in April 2019 that included a learning walk with lesson observations and a review of written evidence set against the standards for the award. Eatock Primary School achieved the award after a validation visit on 24th June 2019. They will continue to work with the Bolton SpLD lead, to offer visits, training and advice to other schools undertaking the award.
- As part of a two-year action, the school has continued to further develop Mastery approaches within the wider curriculum and particular foundation subjects. As well as further embedding Growth Mindset approaches and principals, to increase opportunities within the curriculum to promote growth mindset teaching and learning. The school's judgement is that there has been considerable progress made towards achieving their two-year target, with all actions set for this year having been successfully completed. As part of this SLT visited School 21 in London. Feedback from the visit was used for the school curriculum review and refinement exercise and identified actions were implemented following the visit and subsequent review. I would agree with their judgement and look forward to seeing the fruits of this year's actions at the next review point.
- The further development of their commitment to sharing good practice within the broader community including other education establishments. This has been achieved through the following: SLEs supporting other schools as required; SLT planning, delivering and developing training programmes for students from the

Eatock Cluster of schools and deliver and develop training programmes for teachers and TA's from local schools; Headteacher working with the training company (ECM) to plan and deliver training across the country; through recruiting additional schools for the Eatock School Direct cluster to share good practice and expand school to school support to a wider range of schools. This year, they have developed links outside the LA in areas such as Salford and Wigan and future developments include putting in place strategies to increase application and recruitment of ITT students for 2019-2020, in conjunction with Edgehill University.

- As part of a two-year action the school wanted to develop the awareness of and improve the school curriculum and provision to promote good mental health and well-being for pupils and staff and to support this, further embed growth mindset approaches and principals to increase opportunities within the curriculum to promote growth mindset teaching and learning. So far four staff have completed CACHE Level 2 Certificate in Understanding Children and Young People's Mental Health; Yoga classes have been introduced for all cohorts. Staff from each cohort have attended training and all staff have attended a CPD session by the yoga teacher supporting and promoting good mental health and mindfulness; there are weekly outdoor learning sessions for all cohorts in the schools superb Forest School and outdoor learning areas; The SENCO has attended a Youth Mental Health Conference in Manchester; Philosophy for children training has been delivered and introduced in all classes and The Healthy Minds Programme of Study is in place for Sept 2019. Future plans include to develop more initiatives linked with 'healthy mind.'

COE Action Plan for 2019 – 2020:-

The following COE Action Plan has been ratified after a thorough and detailed discussion during their second Centre of Excellence review and will be enacted over the next twelve months by:

- Developing the role of the subject leaders and to ensure they have sufficient knowledge to lead their subjects effectively. This will also include the ongoing development of the following: further develop mastery approaches within the wider curriculum including foundation subjects; to further embed Growth Mindset approaches and principals increasing opportunities within the curriculum to promote growth mindset teaching.
- Develop the following actions: raising pupil awareness of how the brain works and what children can do to keep their brains healthy and continue to develop awareness and improve the school curriculum and provision to promote good mental health and well-being for pupils and staff.
- To gain the Gold Sports Award Mark that has a high focus on inclusion - sport for all.
- To further develop a bespoke curriculum for SEND children working below Key Stage standards.



The school may wish to consider:-

- A visit to St Peter's Primary School, Farnworth to see how they have successfully set up their own specialist provision within the school for a small group of learners.

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