



Report on IQM Inclusive School Award



School Name: Rosa Street Primary School

School Address: Rosa Street
Spennymoor
County Durham
DL16 7NA

Head/Principal Mrs H Ashton

IQM Lead Ms Helen Gibbons

Assessment Date 1st February 2024

Assessor Mrs Joanne Smith

Sources of Evidence:

Meetings with:

- The Headteacher
- IQM Lead/Special Educational Needs and Disabilities Coordinator (SENDCo)/Deputy Headteacher
- Support staff
- Pupils
- Parents
- A Governor
- Teachers

Documentation:

- Website
- Special Educational Needs and Disabilities (SEND) Policy
- SEND support plans
- School Development Plan (SDP)
- Vision and Values
- Curriculum documentation
- Curriculum policies

Targets for 2024-25 were agreed.



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Overall Evaluation

Rosa Street Primary School recognises the uniqueness of each and every child and promotes inclusion at every opportunity. The leaders involve staff, pupils and parents to understand the school's vision and are rightly proud of their Right's Respecting School Gold award. Leaders share that they aim to unite, they are clear that their purpose is to serve their community. They echo this mission in all they do. Documentation refers to their priority of all children belonging and achieving their full potential. The staff see that adapting teaching to support children to learn effectively in all areas, is their job and they actively seek the support of outside agencies, their sister school and the Trust to make sure they can support each and every child as best they can. The children know about protected characteristics; one child said, "we are all different but often are quite the same."

Staff across school are passionate about supporting all children and those children with additional needs are placed at the heart of the inclusion agenda. Staff work as a close team. They are innovative in their approach to supporting the needs of children. Staff feel trusted and are empowered to make decisions and lead in school. The clear systems and processes evidenced in their daily day-to-day practice make school a calm place to learn and work.

Behaviour of pupils is excellent and personal development is rightly considered at every opportunity. The leaders and all staff create a culture of kindness. Strong relationships and positive attitudes permeate through school. The children talk about their personal development targets in their learning and life skills.

The school makes certain children understand how important it is to share any worries and concerns and engage with anti-bullying activities, National Society for the Prevention of Cruelty to Children (NSPCC) and other groups to support in giving children a deep understanding of keeping safe and happy. The children told me that they feel very safe at school and said that if they spotted anyone looking sad or worried, they know how to help. They also know about keeping safe when using the internet.

Good attendance is celebrated and systems are in place to make sure families understand that good attendance is needed in making sure children have the best opportunity to achieve well. The school has attendance rates above national average and children say they enjoy school. One child said, "attendance is really important; it improves your mental health as well as knowledge."

The school has made space in the curriculum for children with additional needs to access a bespoke provision that allows Personal, Social, Health and Economic (PHSE) skills to be developed alongside their academic progress. Leaders recognise that a child's wellbeing must come first in order for them to be ready to learn. The school is keen to ensure the whole child is nurtured and has a strong personal development offer, the local history and context of the school are celebrated and children have a strong sense of belonging.

The children said that they love their school, they have a strong voice and know that they are known, cared for and listened to. Parents are supportive and appreciate the work of the school. Communication with parents is strong, the Headteacher has an



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open door policy and recognises that working in partnership with parents is key to ensuring successful outcomes for children. The staff know the pupils well. Curriculum plans, pupil profiles, SEND support plans and the warm relationships observed all evidence the good work in making sure each child is valued and cared for. Children told me the best thing about school is that everyone is kind and the adults always listen. One child said that they like that everyone knows their name.

The school welcomes all children and children with additional needs are well supported. Leaders make it clear that the school's core purpose is to work to support all pupils and their families and carers. They work hard to make sure pupils receive the support they need so they can achieve their full potential. They recognise that sometimes support needs to be gained from outside of school and work effectively to find the additional expertise and support.

The school is keen to continue to further encourage parents to play a part in school life. They give a warm welcome to families with open mornings for parents to visit with their child/children before starting in Reception. New to school mid-year children are welcomed to visit and meet staff and classmates and this makes for smooth transitions. The school website is a comprehensive window into the daily life and working of the school and communicates the important messages of welcome and belonging.

The leadership team recognises that every member of staff has an important role to play in supporting parents' carers and guardians and appreciates the work of everyone in supporting families. There is very much a team around the child at Rosa Street. It is important to leaders and staff that they develop a sense of belonging and one child said that Rosa Street Primary was like, "being part of a big family." A parent said, "staff of Rosa Street Primary go, above and beyond to support both children and families."

Strong governance is recognised as a key driver for continuous improvement. The Governors play an active part in the life of the school and the skills set of the Governors are such that they have a good understanding of school life and learning. The governors have been carefully linked to areas of school to support in monitoring and providing challenge.

Cultural capital experiences are well planned. All staff feel that it is important to provide opportunities for children to take part and experience events in the local community and beyond. Links to curriculum subjects ensure visits complement and enhance learning, provide memorable experiences and help children to place their learning in context. The children told me that, "learning doesn't just happen in the classroom at their school."

The leaders see no job as too big or too small and the emphasis on positive relationships ensures for a harmonious school where people feel valued and appreciated.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Mrs Joanne Smith

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



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Element 1 - The Inclusion Values of the School

The school and Trust's vision and values of care, ambition, respect, resilience and teamwork are real and lived throughout the school community. The leaders and staff at Rosa Street Primary School communicate these values at every opportunity. The school website, newsletters and policies echo the inclusive values in all areas of school life. Assemblies are used as a key driver to refer to developing children's understanding of what it means to live in modern Britain.

Team approaches to planning and review demonstrate value and respect for colleagues; teachers are expected to adjust the curriculum to meet the needs of children in their class and they do this well. The school works closely with their sister school to develop good practice. The leadership team have worked to develop a persistent practice across school and this aim for consistency ensures that learners are familiar with expectations. Time is planned for all staff to work together to develop policy and the impact has been children experience smooth transitions from class to class and everyone is clear on expectations.

Respecting and valuing the thoughts and opinions of others is important to leaders. The leadership team is reflective in their practice and through their monitoring programme, they listen to staff, pupils and parents and respond to ensure children's needs are well met. Response from questionnaires to parents, pupil voice and staff engagement is positive and this ensures an inclusive school culture whereby everyone feels listened to.

The children talked about sharing their experiences of living out school and British values by sharing them in assemblies. They like doing this and said it makes them understand what the values mean to them.

The school celebrates pupils' progress and achievements with awards where children have demonstrated the school's values. The children said they liked receiving awards and one child talked about how important it was to be happy for others too. They also liked the school floor books which journal their school year. They said they liked looking back and remembering the things they have done.

Next Steps:

- Continue to promote the work of Rosa Street Primary School and continually seek best practice to ensure the best outcomes for all children.



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Element 2 - Leadership and Management and Accountability

The school leadership team and whole staff share the vision to provide an excellent education for pupils in their care. The vision of 'working together, putting children first' is echoed by all staff. There is a drive to make certain that children are given the best opportunities to thrive in all areas of school life. The leaders have high expectations and aspirations and are committed to an inclusive school environment that sees everyone flourish.

Leaders are outward looking and welcome the expertise of colleagues from the Trust. Commitment to being an authentic inclusive school is real. Leaders having a deep understanding that building a culture of inclusion, developing policies and daily lived practice will ensure that everyone involved in the life of Rosa Street understands that they are welcome and they belong. Leaders are at the forefront of change and development. The Headteacher is part of a Department for Education (DfE) group that supports the inclusion agenda and sits on the Local Authority behaviour panel to support children with Social, Emotional and Mental Health (SEMH) needs.

Governors monitor against School Development Plans termly and produce a Governor visit report. Governors know the school well and learning walks are the norm. Teaching staff know who the Governors are and staff share their work with Governors as part of the monitoring cycle.

Safeguarding is paramount with strong systems and processes in place to ensure smooth operation of the school. Communications and positive relationships are key and leaders do all they can to ensure staff feel valued and are included in the work and journey of the school to continually develop.

A carefully planned Continuing Professional Development (CPD) programme for staff and planned support for children to understand how to keep safe are in place.

Leaders ensure that the pupil premium funding is used to best support pupils through Educational Endowment Foundation (EEF) research and the plan and impact of the funding is available to view on the school website. Children eligible for pupil premium grant funding are prioritised and families are sensitively supported to ensure that children's personal development is not hindered through any funding barriers to experiencing opportunities to gain cultural capital. Children's personal development is seen as key and wider opportunities are planned to best support pupils.

Next Steps:

- Ensure new Governors experience a strong induction process to understand their important role and purpose in school life.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

There is an established model of plan, do and review for curriculum development and self-evaluation is seen as critical to further developing the work of the school. The school offers a curriculum tailored to the needs of their children. Leaders use the expertise of trusted colleagues. Leaders at all levels across the Trust have a good understanding of strengths and areas for further development/refinement and are able to support staff well to make these changes.

Community projects place the school very much at the heart of the community. The curriculum allows children to gain a deeper understanding of the lives of children in other countries. Teachers are not afraid to take managed risks and have culminated in the school, through the International School Award, visiting another country. This work along with the Rights Respecting School award ensures that children are able to talk about the wider world. Children talked about being involved in local gardening projects. Currently one class is writing to the town council to request recycling bins and are looking forward to litter picking to show that they can make a difference to their community.

Staff are clear about the intent of the curriculum; they know how to implement effectively and are not afraid to reflect and adapt when needed for individual pupils. This can be seen in bespoke interventions such as Lexia and other additional/different resources. The impact of what the children remember and have learned is carefully monitored with planned assessment weeks which are followed up with pupil progress meetings.

Inclusion is placed high on the agenda to ensure teachers are confident in matching the curriculum for children where adaptations are needed. Plans ensure that all agencies supporting a child where advice and support are given, are actioned.

There is a clear graduated approach to supporting children in school and this gives confidence to parents that the staff know their children well and ensures teachers have had the time to reflect and ensure that all children's progress is valued, celebrated and planned for. The detailed discussions ensure that leaders know children well and can provide support as well as challenging outcomes.

Leaders are clear that reading is 'first and foremost.' The leaders prioritise reading and have ensured a systematic phonics programme is in place and monitoring of this ensures positive impact. Children are given additional support with reading to an adult if needed and additional reading lessons ensure rapid catch-up.

Next Steps:

- Continue to ensure a carefully sequenced curriculum offer is strengthened through feedback and monitoring.



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Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Teachers reference learning gained from the evidenced-based research training with the Great Teacher Toolkit programme. They talk confidently about the importance of subject knowledge and timely intervention. They are acutely aware of common misconceptions and could talk about what to do in the way of further developing children's understanding and knowledge when this happens. The teaching evidenced understanding that teachers understand the importance of using concrete apparatus, representations, analogies and examples of how learning can be applied.

The school environment has been given thought as to how classrooms can best support children's learning. Relationships are warm and there is a sense of belonging. Children talk about being made to feel cared for and said, "there is always a smile from the grown-ups."

The school Nursery class welcomes 2 and 3 year olds and is a warm and welcoming environment which invites children to be curious. This approach is continued into the Reception class and beyond; the opportunities to learn through play in the early years ensure children are totally engaged in their learning and the children in these settings could not wait to share their learning.

The teachers know how to motivate pupils, they encourage children to develop an intrinsic self-satisfaction in developing their own learning but also reward children and celebrate achievement. This ensures affirmation of values and attributes such as resilience, perseverance, commitment and failure. Children know that making mistakes is part of learning and said that they do not get upset if they find learning hard because they know someone will help them. They said that the teachers or Teaching Assistants do this through showing them a different way to solve a problem, using the apparatus/equipment and sometimes just explaining things differently.

Teachers explain and present new ideas skilfully. They make links to prior knowledge and through knowledge organisers support children to know and remember key information. There is no wasted time and routines are well established. Teachers ensure that children are supported in a variety of ways. Pre-teaching, additional support staff with clear remits and catch-up programmes to support gaps in learning/misconceptions are all carefully considered. Teachers recognise that, whilst not all children may reach age-related expectations, their personal progress is just as important. This is reflected in SEND support plans. All children talked about their progress and one mentioned beating their personal best.

Next Steps:

- Continue to adapt the curriculum for individual pupil needs.
- Continue to share good practice with other schools in how best to support pupils with higher needs.



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Element 5 - Assessment

The assessment policy is shared with staff annually. Data is used as a starting point for teachers and leaders to have robust conversations around outcomes for children. Attainment and progress are analysed and plans are made following the pupil progress meetings. Although the pupil progress meetings take place termly, professional dialogue between staff ensures the work of the school and the focus on children's' learning remains the main topic of professional conversation.

The school places reading at the heart of the curriculum and the systematic phonics programme ensures careful tracking of children (every three weeks) to ensure children are supported if they need any additional support.

Launchpad for Literacy is a systematic, skill-based approach to supporting teachers and staff in improving and identifying skill gaps for early years children. This is used well and allows staff to give children the intervention support needed as soon as possible. The culture of every day matters for every child is very evident.

The staff aim to make sure children develop positive attitudes to school life and learning. Systems and approaches are embedded which support all children. The children could talk about the school's 'Gem Power' personal development approach. They recognise that developing socially and emotionally is important and could talk about why this is important. They talked about being confident and learning about skills that would be needed when they start work. The staff have developed consistent growth mindset vocabulary and one teacher described themselves as a 'glass half full' school. Staff said they are immensely proud to work at the school.

Areas in classrooms to support children regulate their own emotions ensure that inclusivity around SEMH is recognised. Children are encouraged to assess their own feelings and have strategies to help them when they may be feeling an emotion that could lead them to becoming dysregulated. The children talk about emotion zones and recognise expressions that can tell them how someone feels if they aren't able to use their words.

Next Steps:

- Further develop assessment for those children with higher needs.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Rosa Street Primary School is a happy school. The children said that the staff are kind and caring, the children said that they like the curriculum and one child said that they were given harder work and they like it because it challenged them. They recognise that some children need extra help and one said, "we can make mistakes and we learn from them." They enjoy the 'time to talk' sessions and they liked knowing that they could ask for help from an older pupil. They talked about different ways they can communicate any worries they may have and said that there are always people to help. They like the worry box and the worry monster. The kindness box is there to recognise lovely things people do and they really liked the compliment showers.

Children know that they learn in different ways. They know sometimes children need to learn how to manage their feelings. They could talk about ways that children are supported to understand their feelings and said it helped that people were kind. They told me that the grown-ups are always there to help.

The school has a nurture class as part of their offer to support children who may find a busy classroom challenging for the full day. Staff leading the nurture class feel that children are given what they need and that they are given the support in their training and development to make sure the additional support is successful. They have recently presented and shared their work with other local schools to develop a similar offer. The staff working with children in the nurture class are passionate about the work they do. They talk about the 'nurture class family' and give great care and attention to celebrating children's progress.

The behaviour policy is well embedded and where children need support to understand their emotions, this is given. The curriculum gives space for children to learn about their physical feelings and responses to situations and events and to understand how these relate to their emotions; this allows children to develop the words they need to talk about things that are bothering them. Where children have individual plans to support their social and emotional need, these are regularly reviewed and children's progress is celebrated. Children are happy to share their progress in this area and are proud of the progress they have made. The children know the steps of the school's behaviour policy and say it is fair. When asked what happens if people did not follow the rules, the children told me that the teachers and the Headteacher explain why the rules are there. They could also talk about the rewards they receive for their good behaviour and hard work.

The school also recognises the importance of recognising the qualities of others and the compliment showers that pepper the school year bring smiles which show gratitude, appreciation and sometimes surprise. One child commented that, when they received a compliment shower, they felt special.

Next Steps:

- Further develop regular practice questions or other assessments to aid in the recall of previously learned material.



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Element 7 - Parents, Carers and Guardians

The school listens to parents, carers, guardians and children. The responses from questionnaires sent out by the school are incredibly positive. Feedback from parents is that the school listens and supports and that communication is good. The school has amended their communications such as the newsletter in response to parent feedback. The school shares their plans on the school website following responses from families to questionnaires and suggestions raised by parents.

The school provides many opportunities for parents, carers and guardians to engage with children's learning and school life such as parents' meetings, stay and play opportunities in the Early Years and craft sessions. The school uses technology to inform parents about what is going on in school which is welcomed by parents. The school has engaged a translator for families new to the country to ensure they are given a warm welcome and are given a good understanding of school life.

The SENDCo welcomes parents to regular formal and informal meetings to ensure they are well supported. Parents appreciate the regular communications and the support and care they receive.

The school's Inclusion Support Advisor goes the extra mile to ensure all parents understand that their contribution to their child/children's learning is critical. The school has found a number of different ways to engage text messaging which suit the changing world. They are keen to welcome and support and make sure that Rosa Street Primary School is a place where families are welcomed and appreciated. The school sees its job in supporting all families as an important one and carefully plan, monitor and reflect on parent engagement.

A parent said they are so grateful for the support their child has received and the progress their child had made because the school staff had taken time to get to know the child and worked in partnership.

Parents appreciate the strong communication with the school. Staff emails are shared so families can contact directly and a rapid response is gratefully received.

A parent said, "everyone celebrates the joy in a child's journey of development". Parents and carers are invited to be part of the life of the school and all children are encouraged to participate. The school says families are friendly and supportive.

Next Steps:

- To develop a parent support group in school where parents and carers are supported by other parents and carers and can build relationships.



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Element 8 - Links with Local, Wider and Global Community

Children are given many opportunities to develop their voice, to share ideas and opinions and to make real change in their school and wider community. Competitions and events are the 'norm', and children enjoy frequent visits locally such as the library, art galleries and churches. They take part in inter-generation projects and have sent cards to the hospital and care home.

The staff support children to take part in local events. One event which has had lasting impact is that of taking part in the local Durham Youth Parliament. The children developed the confidence to share their ideas and see themselves as part of the wider community. This work was positive in supporting the work about British values and this has developed critical thinking skills and links in with topics and themes in curriculum learning with an example being the Greek topic and democracy. Teachers said references to real life experiences have been effective in children understanding and learning the curriculum.

The Start Small, Dream Big project is proving positive in introducing children at a young age to understand about the world of work and employment, raise aspirations and looking ahead. Careers days support children to aspire to work in jobs and careers. The school has engaged with North East Raising Aspiration Partnership (NERAP) which support with raising sessions with visitors from local universities explaining pathways into further education.

Collaborating with the wider community and world is planned for and not just incidental. The school encourages families to share their experiences of the world to strengthen their curriculum offer. The children see themselves as citizens of the world and are keen to play an active part in helping others. The food bank work has been particularly powerful in supporting children's understanding of other people's situations and needs. The Educate and Celebrate lead checks that children understand that being fair does not mean everyone is the same. The children know this and say that they think everyone is treated fairly in school.

The staff feel enthusiastic about the benefits of the many visits and experiences beyond the classroom that are offered. The school has sourced funding to participate in making international links with schools in Gran Canaria and Sri Lanka which has had lasting impact on pupils and staff. Children look forward to the residential and really appreciate the visits arranged.

PHSE is used as a key driver in developing children's self-belief and developing voice. Opportunities for children to see their own progress and their learning ladders around developing skills supports them to reflect on their own development and progress.

Next Steps:

- Continue to seek opportunities for children to further enhance their understanding of the world around them.