



# Inclusion Quality Mark (UK) Ltd

16<sup>th</sup> July 2016

Ms Eileen Anderson  
Headteacher  
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Watford  
Herts WD24 7ER

**Assessment Dates: 12<sup>th</sup> and 13<sup>th</sup> July 2016**

## Summary

Knutsford School is an inclusive school. The Headteacher has a strong vision of inclusion within a creative curriculum and she has worked effectively with her Inclusion Coordinator, SLT and the Governing Body to ensure that all staff have similar aspirations for children at the school. There is a commitment and high expectation of all staff to ensure that children have a positive learning experience.

Knutsford School is an oversubscribed two form entry school situated in the Tudor Ward of North Watford. The vast majority of pupils come from within this and the nearby Callowland Ward. The percentage of pupils known to be eligible for free school meals is currently 8%. The percentage of pupils from minority ethnic groups is rising at a faster rate than the national data and the percentage of pupils whose first language is believed not to be English is slightly higher than the national figure.

Evidence for the assessment was gathered from a variety of sources. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the days of assessment were carried out with governors, the Headteacher and Deputy Headteacher, the Inclusion Coordinator, class teachers, support staff, external services, parents and pupils. A tour of the school, informal observations of lessons and Y2 and Y5 assemblies and lunch with the children also informed the evidence base.

The leadership of the Headteacher and the Inclusion Coordinator ensures that all children are fully supported to achieve their full potential and they set the framework in which all the work in the school takes place. Children are valued as individuals within a caring atmosphere and there is a celebration of the cultures of all the school's pupils in order that they and their families feel valued. This is achieved by including the language of the children with EAL within the displays and by inviting parents into school to celebrate their cultural diversity. Teachers, HLTAs and TAs know their pupils well and have an excellent rapport with their children. Parents speak highly of the school and are involved in the life of the school in a variety of ways. There is a consistent approach to behaviour management which is understood by everyone through the school code of

conduct. The work with outside agencies to ensure all children have a positive learning experience is a strength of the school.

There is a growing consistency of display in classrooms and shared areas which demonstrates a balance between celebrating children's work and providing a focus for learning. Displays often encourage children to think inclusively and to aspire to greater things. The celebration of diversity displays epitomise this attitude. Although the outdoor learning environment is limited, there are excellent opportunities for children to develop aspects of sport, sustainability and learning through play. Play apparatus is well designed and children are fully engaged during break times. The library is inviting, and well resourced with displays that demonstrate care and attention to detail. The school now intends to ensure that full use is to be made of this facility. The reception area gives parents and visitors a good first impression of the school and office staff are friendly and polite. The Nursery and Reception outdoor environment encourages free flow and teacher directed and child initiated activities and the school is generally well resourced with easy access to materials for teachers and support staff. The well equipped music room provides opportunities for children to develop their musical talents and a production of Hansel and Gretel on the evenings of the assessment provided evidence of a school that values creativity and developing skills. The computing suite and a wide range of digital resources are available to improve children's computing skills and this area, too, offers children a variety of ways to present their work and ensure that they are equipped for the modern world.

There is a clear focus on diversity, equality, determination, motivation and aspiration which is articulated by adults and children and is displayed prominently around the school. A Y5 assembly on the values associated with the Paralympic Games highlighted all of these areas and children articulated their understanding of these values to good effect. A Y2 assembly focused on litter and children being eco warriors. The code of conduct is understood by all children and has clear guidelines to which the children had considerable input. Children are often involved in the decision making process when matters relating to their school environment and learning are concerned. Pupil voice is strong and opportunities for children to take on responsibilities including the school council, house captains and the eco-reps are taken seriously. One Y6 child spoke of his gaining in confidence over the year in which he had been voted as House Captain.

Good provision mapping ensures that the needs of vulnerable pupils and families are addressed. Pupils are clear on what they need to do to extend their learning and this is supported by good feedback marking. The school trips such as the Y1 trip to Willow Farm and the residential trips in Y5 and Y6 enrich the curriculum and build up children's self-confidence. A wide range of extra-curricular activities including football, Scottish dancing, art, cross country running, film making, starburst academy and choir enhance the curriculum and are enjoyed by the children. The breakfast and after school clubs are well supported and provide children with a safe environment at the beginning and end of the day and pupil premium funding is sometimes used to support vulnerable children attending these activities.

The tracking procedures and related pupil progress meetings constantly review every child's progress and ensure interventions are appropriately delivered. Attainment generally is above national averages and progress is continually improving due to the

emphasis placed upon it across the school. Maths is an area for development on the SIP and the SLT continues to monitor progress in maths throughout the school to ensure that the newly adopted procedures have an impact. The sharing of good practice in maths is a particular focus at the present time. There are good systems in place to improve the quality of children's learning including an intense two day monitoring of selected year groups which analyses teaching and learning approaches from different stand points. Teachers value this monitoring and recognise that the feedback improves their teaching and learning and celebrates their good practice. The monitoring by the SLT ensures that there is a high degree of consistency of standards and approaches across the school. The performance management systems ensure that both teaching and non-teaching staff are focused on specific targets related to the SIP and the opportunities for CPD are closely linked to the needs of staff and pupils and linked to the monitoring of classroom practice. The role of the additional adults in supporting learning and supporting individual children cannot be over emphasised. There is a highly supportive relationship between staff and pupils and support staff play a large part in ensuring pupil engagement is good. The targeted use of pupil premium funding is an additional support for vulnerable children.

Children feel that learning is fun and are well motivated. The Knutsford University programme of activities throughout KS2 is particularly popular and gives children the opportunity to experience new activities. Children sign up for a variety of activities over a four week period each term. These activities are not those that children would necessarily experience and are led by teachers, TAs, parents and members of the local community. Activities such as art, drama and music have a high profile and the celebration of success ensures that children enjoy school and absence is low. The focus on a broad, creative curriculum stimulates children's interests and improves engagement and teachers generally plan a range of activities to meet the diverse needs of the children. Excellent communication within school makes this possible and the work ethic of the children and their good behaviour benefits from this approach. The school now wants to make further use of the school grounds and wider community in planning its curriculum.

There are strong links with parents and excellent work with vulnerable families to improve the chances of all children. The excellent communication with parents and the school's "open door" policy is appreciated by parents. The Headteacher has a high profile and parents feel that she can be approached to consider any concerns they may have. The presence of staff in the playground at the beginning of the school day also serves as a first line of contact with parents. Parents value the school's ethos and understand the inclusive practices the school promotes. Parents commented that 'the school does all it can to help my child' and 'I have nothing but praise for what the school is doing'. Outside agencies link well with the school and those agencies interviewed mentioned how 'everything that I suggest they put in place' and another 'they have a can-do attitude and the school is open minded to advice'. The stay and play sessions give parents of younger children an insight into the strategies and practices which the school promotes and workshops for parents and support on the website aids parents in understanding strategies used in the core subjects. A parent forum which has recently been formed is designed to improve communications between governors, school and parents. The Parent Teacher Association organises a large number of events throughout the year providing resources for school and a social focus for parents, staff and children.

There is now a good range of expertise on the governing body and it has a renewed focus within the newly elected officers. The governors have a determination to ensure that they have a good relationship with parents particularly through the newly organised class forums and they have a good understanding and support of the school's inclusive ethos. The Chair of Governors is focused on ensuring that the governing body monitoring procedures are consistent and fit for purpose. Governors now feel that, after some resignations, they are in a good place to move their leadership of the school forward.

The close working with a range of agencies to address the inclusion agenda ensures that children's needs are met and the links with local primary schools' support staff and ultimately improve teaching and learning.

The PTA holds various events for the school each year which involve the local community welcoming them into school and there are contributions from vicars from two local churches who lead assemblies. The inclusion of different languages on displays ensures that families new to the local community feel valued and welcome. There are also visitors to the school from local community services and organisations to enhance children's work. Children are involved in raising funds for children and adults less fortunate than themselves by supporting local and national charities and the residential visits to different localities provide children with a much needed experience of a world different to their own. During the Knutsford University afternoons parents and members of the local community are involved in organising and delivering activities and the sporting links with local schools and the local rugby club are good. The school is still striving to canvas local opinion and involve itself more in local community activities.

Knutsford Primary School is an example of a school committed to meet the needs of its children regardless of what that takes to achieve. The strong leadership of the Headteacher, her accessibility and her commitment to inclusion and improving the opportunities for all children together with the leadership of the Inclusion Coordinator in ensuring that the IQM process is articulated by everyone and putting inclusion at the top of the school's agenda making this an excellent school.

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

**Assessor: Roger Leeke**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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

## **Element 1 - The Inclusion Values and Practices of the School**

### Strengths:-

- The leadership of the Headteacher and the Inclusion Coordinator in ensuring that all children are fully supported to achieve their full potential.
- The strong vision of inclusion which sets the framework in which all the work in the school takes place.
- The valuing of children as individuals within a caring atmosphere.
- The celebration of the cultures of all the school's pupils in order that they and their families feel valued.
- Teachers and TAs know their pupils well and have an excellent rapport with their children.
- Parents speak highly of the school and are involved in the life of the school in a variety of ways.
- The work of the Inclusion Coordinator to ensure that parents and staff are well informed of the inclusion agenda.
- The consistent approach to behaviour management which is understood by everyone through the school code of conduct.
- Good planning and assessment procedures accompanied by good tracking of pupil progress which ensure pupils are well supported.
- The work with outside agencies to ensure all children have a positive learning experience.
- The celebration of success which ensures children enjoy school and consequently absence is low.
- The performance management procedures and its links to training and inclusion.
- The effective use of the pupil premium funding to support vulnerable children and families.

### Areas for development:-

- To continue the focus on a consistency of approach with regards to displays.
- To continue to involve TAs more in the pupil progress meeting discussions.
- To continue the focus on improving progress and attainment in maths across the school.

## **Element 2 - The Learning Environment, Resources and ICT**

### Strengths:-

- The consistency of display in classrooms and shared areas which show a balance between celebrating children's work and providing a focus for learning.
- Although the outdoor learning environment is limited there are excellent opportunities for children to develop aspects of sport, sustainability and learning through play.
- The library is inviting, well resourced with displays that demonstrate care and attention to detail.
- The reception area which gives parents and visitors a good first impression of the school.
- The Nursery and Reception outdoor environment which encourages free flow and teacher directed and child initiated activities.
- The school is generally well resourced with easy access for teachers and support staff.
- The well equipped music room which provides opportunities for children to develop their musical talents.
- The comfortable staffroom which offers all staff a place to relax and supports their wellbeing.
- The computing suite and a wide range of digital resources available to improve children's computing skills. Good use is made of ipads which have been a big investment.

### Areas for development:-

- To provide a wider range of dual language books for EAL pupils.
- To ensure that children have more regular access to the excellent school library.
- To investigate the use of different languages both in written communication and on the school website.
- To continue to monitor classroom displays to ensure that the minimum requirements for maths, literacy and independent learning are present.

## **Element 3 - Learning Attitudes, Values and Personal Development**

### Strengths:-

- The focus on diversity, equality, determination, motivation and aspiration which is articulated by adults and children and is displayed prominently around the school.
- The code of conduct which is understood by all children and has clear guidelines to which the children had considerable input.
- Pupil voice is strong and opportunities for children to take on responsibilities including the school council, house captains and the eco-reps are taken seriously.
- The excellent support for children and families who need additional support and the provision mapping which ensure that the needs of vulnerable pupils and families are addressed.
- Pupils are clear on what they need to do to extend their learning and this is supported by good feedback marking.
- The school trips such as the Y1 trip to Willow Farm and the residential trips in Y5 and Y6 which enrich the curriculum and build up children's self-confidence.
- The celebration of achievement in a variety of ways which the children value.
- The involvement of children in the decision making process when matters relating to their school environment and learning are concerned.
- The wide range of extra-curricular activities which enhance the curriculum and are enjoyed by the children.
- The breakfast and after school clubs which provide children with a safe environment at the beginning and end of the day.
- The effective targeting of pupil premium funding to support vulnerable children.
- The commitment and high expectations of all staff to ensure that children have a positive learning experience.
- The play therapy sessions which provide early intervention for vulnerable children.

### Areas for development:-

- To monitor the use of the library by individuals and classes to ensure that full use is made of this excellent provision.

## **Element 4 - Learner Progress and the Impact on Learning**

### Strengths:-

- The tracking procedures and related pupil progress meetings which constantly review every child's progress and ensure interventions are appropriately delivered.
- Attainment is above national averages and progress is continually improving due to the emphasis placed upon it across the school.
- Children feel that learning is fun and are well motivated. The Knutsford University programme of activities throughout KS2 is particularly popular and gives children the opportunity to experience new activities.
- There are good systems in place to improve the quality of children's learning including an intense two day monitoring of selected year groups which analyses teaching and learning approaches from different stand points.
- Activities such as art, drama and music have a high profile and the celebration of success ensures that children enjoy school and absence is low.
- The work ethic of the children and their good behaviour which impacts on their engagement with their school work.
- Teachers plan a range of activities to meet the diverse needs of the children. Excellent communication within school make this possible.
- Excellent marking and feedback to pupils ensure that all children are fully involved in making improvements to their work.
- The challenge for the more able to ensure that they are fully engaged in their learning.

### Areas for development:-

- To continue to monitor progress in maths throughout the school to ensure that the newly adopted procedures have an impact.
- To continue to review the IEPs to ensure that they are more sharply focused.

## **Element 5 - Learning and Teaching (Monitoring)**

### Strengths:-

- The monitoring by the SLT to ensure there is a high degree of consistency of standards and approaches across the school.
- The focus on a broad, creative curriculum which stimulates children's interests and improves engagement.
- There is a varied use of resources to provide a practical approach to learning.
- The residential visits in Y5 and Y6 which challenge children in a variety of ways allowing them to experience different environments, taking them out of their comfort zones.
- The Knutsford University programme of activities for KS2 which broadens the curriculum and are enjoyed by the children.
- The performance management systems which ensure that both teaching and non-teaching staff are focused on specific targets related to the SDP.
- The opportunities for CPD which are closely linked to the needs of staff and pupils and linked to the monitoring of classroom practice.
- The role of the additional adults in supporting learning and supporting individual children.
- The highly supportive relationship between staff and pupils.
- The targeted use of pupil premium funding to support vulnerable children.

### Areas for development:-

- To investigate the opportunities available for outdoor learning both in the school grounds and in the wider community. (It was suggested by the assessor that Forest Schools might be of interest.)
- To continue to share good practice within school particularly in maths.
- To continue to provide children with opportunities to choose how to present their learning.

## **Element 6 - Parents, Carers and Guardians**

### Strengths:-

- The strong links with parents and the work with vulnerable families to improve the chances of all children.
- The excellent communication with parents and the school's "open door" policy which parents appreciate.
- The presence of staff in the playground at the beginning of the school day which is often a first line of contact with parents.
- Parents value the school's ethos and understand the inclusive practices the school promotes.
- The roles of the Autism Support Adviser, the School Family Worker and the Physical and Neurological Impairment Adviser in providing help and support for vulnerable families.
- The breakfast and after school clubs which offer parents and carers child care opportunities at the beginning and end of the school day.
- The stay and play sessions which give parents of younger children an insight into the strategies and practices which the school promotes.
- The PTA which organises activities throughout the year to raise money for school equipment.

### Areas for development:-

- To consider having the photographs of governors on display in the entrance hall to improve parental knowledge of who is on the governing body.
- To continue to develop the parent forum to improve communications between governors, school and parents.

## **Element 7 - Governing Body and Management**

### Strengths:-

- The strong leadership of the Headteacher, her accessibility and her commitment to inclusion and improving the opportunities for all children.
- The leadership of the Inclusion Coordinator in ensuring that the IQM process is articulated by everyone and putting inclusion at the top of the school's agenda.
- The range of expertise on the governing body and its renewed focus within the newly elected officers.
- The governors' determination to ensure that they have a good relationship with parents particularly through the newly organised class forums.
- The governors' understanding and support of the school's inclusive ethos.
- The Chair of Governors is focused on ensuring that the governing body monitoring procedures are consistent and fit for purpose.
- The effective performance management systems which ensure that teachers and TAs are focused on pupil progress and moving the school forward.
- The close monitoring of data and learning and teaching which have had an impact on raising standards.
- The close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met.
- The links with local primary schools which support staff and ultimately improve teaching and learning.

### Areas for development:-

- To continue to build on the good practice which has been initiated by the governing body after the recruitment of a number of new governors.
- To continue to build on the initial work of the newly established forum to ensure good communication between parents and governors.

## **Element 8 - The School in the Community**

### Strengths:-

- The PTA holds various events for the school each year which involve the local community welcoming them into school.
- The inclusion of different languages on displays which ensure that families new to the local community feel valued and welcome.
- The contributions of vicars from two local churches who lead assemblies.
- The visitors to the school from local community services and organisations to enhance children's work.
- The support for local and national charities and the involvement of the children in raising funds for children less fortunate than themselves.
- The residential visits to different localities which provide children with much needed experience of a world different to their own.
- The Knutsford University afternoons where parents and members of the local community are involved in organising and delivering activities.
- The sporting links with local schools and the local rugby club.
- The involvement of instrumental teachers and volunteers to develop children's musical talent.

### Areas for development:-

- To find ways to involve the school more fully in the immediate locality by canvassing local opinion and further developing the school's use of the locality.