



12th March 2020

Mr John Morris
Headteacher
Ardleigh Green Infant School
Ardleigh Green Road
Hornchurch
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RM11 2SP

Assessment Date: 5th March 2020

Summary

Ardleigh Green Infant School is part of the Ardleigh Green Learning Federation, which was formed in September 2019. The school is based in Hornchurch, in the London Borough of Havering. It is a three-form entry school with 270 children on roll, aged 4 to 7 years. The school was judged to be outstanding by Ofsted in 2010. The demographics of the intake have changed over the past three years and it recorded its lowest baseline on record this year. There are more children than ever presenting with speech and language needs and SEND.

The Headteacher of the Junior School became the Head of the Infants in September 2019, as a result of his infectious passion, the school has had an injection of new life and all of the staff have bought into his vision and embraced the recent changes. It was his vision that enabled the local Baptist Church to become part of the Ardleigh Green Family when the building became available ten years ago. The Family Centre is now the jewel in the crown of the Ardleigh Green Learning Federation, it offers many community services

The school is committed to putting the children first so they can be, Fit for Life; Inspired to Learn; Ready to Participate; Safe and Secure and Trained for Work and Play. Although mobility is increasing, the KS1 data shows that results are still better than National in all areas including Greater Depth. The staff make a conscious effort to ensure all children feel unique.

Due to the area changing, the Leadership realised they had to change the pedagogy in the Early Years Foundation Stage, in the mornings the activities are child initiated. There is a large covered indoor area and new outdoor facilities, that aim to improve their gross motor skills, the new mud kitchen has proved very popular. Parents needed

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reassuring that their children would be safe on the climbing frame. Staff felt that the children were becoming more risk averse as many children no longer climb trees and get dirty.

Visitors are warmly greeted by the reception staff. The corridors are most attractive with different kinds of display which are of interest to the children where their work is displayed and to parents and visitors, where they find information about school trips and life at Ardleigh. Staff have reimagined some of the inside spaces. There is a new library and breakout rooms have been created. The school shares a dining room with their Junior neighbour. The hall is used for assemblies, PE lessons and sensory activities.

The staff are highly appreciated and the SLT are good at spotting and nurturing talent, they are offered training and everybody is happy working here. They all want to make a difference to these children's lives. Inclusive practice is 'What we do', it is not something extra. All the staff know their children well and know what interventions would be best for each child. There is good communication between teachers and TAs who will adapt the plans if necessary. Staff and children show great respect for each other, even though the needs are growing at Ardleigh, the staff will not lower their standards or their expectations. There are talented and experienced volunteers who work here as they love being with the children and they are happy to contribute.

The pupils are very happy here, they like the fact that a lot is expected of them. They know that 'Learning is good for you' and they feel that nobody is left out and they all play together. They enjoy their lessons and know that their School Parliament gives them a voice. They understand how the marking policy helps them learn, and like receiving 'Tickled Pink' and know that if the marking is in 'Grumbling Green' they have to make corrections. They have enjoyed lots of visitors coming to their school including authors such as Chloe Inkpen and Pippa Goodhart, they recall many places they have visited.

The parents are happy with how the staff treat their children, some had negative experiences elsewhere however, they know that their children are well looked after at Ardleigh Green. A parent of a child with SEN stated that he, "is so loved here." Another who was recently bereaved, could not praise the support she received from the school, more highly, she was told that, 'We are here for you if you ever need us.' Certain key members of staff were mentioned, "she goes above and beyond, she puts our minds at rest and we don't have to phone up to make an appointment, parents' worries are addressed."

The Governing Body are an integral part of the Ardleigh Green Learning Federation and are pleased with what has been achieved in its first year. They share the Headteacher's vision and balance their support with a critical analysis, they fully understand their role is to hold the school to account. All are proud of the school's reputation and its strong position in the local community. Inclusion means, 'Making every effort possible to serve every child's needs so they can reach their individual potential'. They know that the leaders in school are good at making connections and building strong parental relationships.

Although the school knows there are areas requiring development, I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

This is a school with a great sense of purpose. I think that Ardleigh Green Infant School should be proud to show off its Family Centre to other schools and become part of an IQM cluster, so with that in mind, I recommend it considers becoming an IQM Centre of Excellence.

Assessor: Ralph Silverman

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

Meetings with:

- Headteacher and Deputy Headteacher.
- Parents.
- Chair of Governors.
- Inclusion Governor.
- Pupils from the School Parliament.
- Teachers.
- Teaching Assistants.

Additional Activities:

- Learning Walk.
- Visit to the Family Centre.



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- There is a unified commitment amongst all of the stakeholders to the ethos of inclusivity. Individual differences are celebrated and the needs of every child are carefully thought through.
- All pupils have access to a broad and balanced curriculum, they have an equal opportunity to receive an education that is appropriate to their needs. They are happy and well-behaved.
- There is an effective induction plan for all new children regardless of when they enter the school. New staff receive a full induction process and have named colleagues to go to for help.
- The school fully understands that transition between home and school, play group and school, between year groups and from KS1 to KS2 must be handled sensitively and go as smooth as possible. There are planned meetings to assist the process and planned visits to other settings and schools.
- There is a commitment to identify the needs of all pupils as early as possible.
- SLT ensure there is effective collaboration with other services including health, social care and education in order to support pupils.
- The Inclusion Leader ensures that every child's progress is tracked and any intervention is worthwhile. Any barrier to learning is carefully considered and addressed.
- There is a commitment to ensure that all teachers set suitable challenges and that every pupil experiences success in their learning.
- Safeguarding procedures are effective and constantly reviewed, it is on the weekly staff meeting agenda.
- Parents and children are well supported. There are wellbeing groups such as playground buddies, parent support groups, the Family Centre, mentoring for all new staff and the Wellbeing Hub.
- When teachers plan the work, they are encouraged to consider the different backgrounds, experiences and strengths which influence the various ways pupils learn.
- All staff are good role models and there is a healthy mutual respect amongst all groups.



Areas for Development:-

- Regularly review the approach to Teaching and Learning, as the school community changes.
- Continually review processes, systems and routines that impact on individual children, so each child can reach their full potential.
- Further develop the work with SEND parents through the setting up of a regular support group/coffee morning.
- Further develop outdoor teaching and learning opportunities to meet the increasing needs of the school community.
- Further develop the work and outreach of the well-being hub, also disseminate it throughout the local authority.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The learning environment is thoughtfully planned for the needs of every child. Children are encouraged to have ownership of their own learning and independence is celebrated at all times.
- The equipment, resources and next steps for learning are easily accessible. A list of non-negotiables is in each classroom to ensure each room is inclusive and accessible to all learners. All of the equipment and resources are labelled with both symbols and visual cues to support all children in understanding routines in school.
- Every year group has access to iPads and Chrome Books, as well as the interactive teaching boards and visualisers in each classroom.
- Reading areas are maintained by the children, the school library is stocked with books that engage the children and value children's authors. Shared reading is actively encouraged and books are chosen by the Leadership team to reflect all cultures and interests.
- Teaching Assistants take a lead role in developing displays across the school, ensuring that they reflect current curriculum topics, as well as worldwide current events.
- Communications between school and home are plentiful including weekly newsletter, Headteacher video, Parent mail, school app and parent workshops. Parents also enjoy the Fly on the Wall invitations into their child's class.
- The outside area is used to full capacity and the children are fortunate to have their own swimming pool. The Early Years area has recently been upgraded in response to the changing needs of the children and the demand for extra outdoor space to explore and develop physical skills, this area is now a strength of the school.
- There are additional rooms for interventions, all of which contain a variety of resources and programmes designed to meet the individual needs of learners. This includes a Speech, Language and Communication room, Nurture room, Music room, school hall. All rooms are equipped with resources to support learning and include Speech, Language & Communication, Emotional Literacy Support (ELSA), Fine motor skills (Happy Hands), Music Therapy and sensory resources.

Areas for Development:-

- Key Stage 1 playground development to include equipment and resources to stimulate gross motor skills.
- Review of ICT equipment to include purchase of more Chrome Books.
- Development of the library.



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- Review of early reading strategies and resources.
- Development of available space to meet the needs of pupils, for example, Starling Room, accessibility of library, The Nest and intervention spaces.



Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Children enjoy the Celebration Assembly and the Star of the Week. Learning is celebrated at every opportunity and shared with the wider community through the school website, Twitter, Facebook and weekly video updates prepared by the Headteacher. All elements of society are included in school life such as different socio- economic backgrounds, ethnicities, religions and beliefs.
- The attitudes of staff and pupils are extremely positive. All staff follow the ethos of school being, 'An adventure park for the mind.'
- Values are developed through exposure to a variety of life situations (visits to local businesses/shops, visits to church, visits from the local emergency services, charity events) as well as a rich and varied curriculum which encompasses life in modern Britain. Current affairs are explored through regular assemblies, the whole school "Worldly Wise" topic and class access to news topics through the use of News Bites.
- Children know what the school expects of them, there is a clear policy for rewards and consequences which promotes positive behaviour across the school.
- Pupils know how to improve their work and who to turn to if they need support.
- There is a good range of clubs offered to extend the children's interests beyond the classroom.
- Children have a range of aspirations and know that they need to work hard to achieve them. The children could talk about the many visitors that have come into school including authors, paramedics, the police, the fire service, Dancing Darren and a Chinese Dragon.
- There is a thriving School Parliament where children's views are gathered and they feel that they have a voice. These are articulate, confident young people who like interacting with adults.
- Children feel that they are respected and valued, they care for each other and no-one feels that they have been bullied.
- Although the Federation has only existed for six months, children from the Junior school support the infants by being playtime buddies, digital leaders and maths doctors.
- All of the children understand the marking policy and how they can improve their work.
- There is visible evidence of inclusivity on the displays around the school.



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- The school's open-door policy ensures that parents are fully included in supporting pupils' attitudes to learning and their personal development through school life, from preschool to the transition to junior school.

Area for Development:-

- To extend the Jigsaw PHSE programme to KS2.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- The tracking of pupil progress is rigorous and children are continually being assessed. Hard data is collected three times a year and reported at termly Pupil Progress Meetings. These are used to discuss the progress of individuals, consistency across the year group and to highlight any concerns.
- Interventions are planned for the next term drawn from the conclusions, from the PPMs.
- Pupil achievement and attainment is outstanding with pupils consistently making excellent progress.
- Pupils with special educational needs and/or disabilities progress as well as their peers, due to the close attention paid to tailoring the curriculum to their needs and the extremely high quality of support offered through catch-up sessions.
- A variety of teaching styles is encouraged and the staff are used to Senior Leaders popping in. Staff work hard to compensate if home support is not good.
- The staff are aware that success can be measured in a variety of ways, for example, a child actually coming into school.
- The Speech and Language Teaching Assistant support many children throughout the school, she listens to the children and has time for everyone.
- The staff are open with the parents and will have honest conversations, it is evident the parents admire the staff enormously.
- The staff are used to Senior Leaders walking into lessons and talking to the children, there are now no formal observations.
- Ardleigh Green Infants is having to change as the local demographic changes. However, as this is a reflective school the change is welcomed and embraced as all the stakeholders want to maintain the 'Outstanding' Ofsted grade. They consider that their values are not changing.
- Staff plan together and the needs of individual children are carefully considered.
- KS1 SATs results are above national for Age Related Expectations and for Greater Depth in all core areas of the curriculum.

Areas for Development:-

- Development of Deep Dive subject audits.



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- Implementation of Online Platform to support monitoring and evaluation.
- Review of planning to meet the needs of the changing school community.
- Introduction of coaching programme and use of IRIS connect.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- The school values and benefits from offering high quality CPD. The Leadership ensures that all staff are given opportunities to go on courses run elsewhere and staff are encouraged to cascade INSET to others.
- Teachers and TAs work with the SLT to ensure Performance Management targets are appropriate and impact on the children's learning.
- The planning process in all subjects begins with long-term aims and links with other relevant areas of the curriculum. Year Group leaders then work with their teams to ensure it is broken down into short term planning, which takes account of the cohort and a variety of individual learning styles and needs.
- The short-term planning informs detailed daily planning, where individual learning and need is monitored and planning is then adapted for the next lesson.
- Planning is shared with TAs on Fridays to enable the support team to think about their delivery and to make any necessary adjustments, to ensure all pupils receive the highest quality teaching.
- There is clear triangulation between planning, children's books and teaching and learning through regular learning walks and observations by the Leadership team.
- The Inclusion Leader is supported by a dedicated team of outstanding teachers and learning assistants who embrace inclusion. The school works closely with the support of the Borough's CAD (Child and Disabilities) Team, Occupational Therapist, Educational Psychologist and Speech & Language therapist to ensure specific needs can be effectively met.
- The inclusion team works closely with parents to ensure that the needs of every individual are being met.
- All lessons have a clear Learning Objective with Success Criteria.
- Working walls, visual timetables and all class resources are clearly labelled, all help and support children's learning.
- The staff ensure that there is a consistent approach in all areas so children receive the same message regardless of age or ability, this includes behaviour, marking, peer marking and discussion.
- Parents said that they felt that the reports they received were detailed and informative, school reports are updated annually.



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Areas for Development:-

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- Review of planning to meet the needs of the changing school community.
- Introduction of a coaching programme and use of IRIS connect.
- Implementation of an Online Platform to support monitoring and evaluation.



Element 6 - Parents, Carers and Guardians

Strengths:-

- Relationships with parents often start before their children enter school, many have accessed services run from the Family Centre such as, a pre-school group and baby group.
- Senior staff are often in the Family Centre meeting prospective parents at stay and play sessions to ensure transition between home and school is smooth, they go there to answer questions and reassure parents.
- Parents are given many opportunities to be involved in their children's learning. The Fly on the Wall is well supported and there are coffee mornings, workshops on school readiness, phonics, maths and reading.
- Class assemblies and concerts are well attended.
- Communication between home and school is good, there is Parent mail, a school App, a weekly newsletter, Twitter and Facebook pages. The Headteacher prepares a weekly video which is enjoyed by many.
- Clear communication is a priority and the school are continually looking for a variety of ways to reach out to parents.
- Parents appreciate the staff being in the playground at the beginning and end of the day, they like the fact that they are usually available. They feel that their concerns are taken seriously and quickly addressed.
- They feel that the staff 'go above and beyond'. One parent said that the school has a holistic approach and considers the needs of the whole family.
- Parents are confident that their children are valued and cared for. One parent said that her child is always so happy coming to school and she sees so many running out at the end of the day with big smiles on their faces.
- Parents and carers know that their concerns and opinions are valued through regular parent questionnaires. The school contacts parents by phone if necessary. Parents are invited in for SEND reviews and meetings with outside agencies.
- Parents and carers are appreciative of all the clubs that are provided, as well as the breakfast and after school club for working parents.
- There is an active Parents Association which puts on events for the children including a summer fete.
- Ardleigh Green Infants is highly valued by the parents, they feel that there is always something new happening here.



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Areas for Development:-

- Further development of the Family Centre.
- Introduction of EPEC Parenting Course and School Readiness Course.
- Introduction of SEND Coffee Mornings.
- Use of Google Platform, for example, Google Forms (Staff CPD, Parent support).
- Review of social media to maximise parental engagement.



Element 7 - Governing Body and Management: External Accountability/Support

Strengths:-

- The Ardleigh Green Learning Federation has a newly formed Governing Body which is deeply committed to the inclusion ethos.
- They know that their role is to be fully acquainted with how the school functions, so they ask intelligent questions and challenge the leadership when necessary.
- The Governors have a strategic overview and are forward thinking.
- The Governors have a rich depth of experiences which add value to the school's Leadership.
- They conduct an annual skills audit and receive regular training. They are well equipped to ensure that inclusive practice is monitored rigorously and continually developed, improved and implemented.
- Staff feel supported by the Governors and know that there is a clear intention for strategic planning for staff well-being.
- The Chair visits every fortnight and the Inclusion governor every half term. Other Governors are known in the school and take their responsibilities seriously. They have formed strong links with curriculum leaders and the Chair was part of the Baseline Assessment.
- The SEND Governor has attended Year 2 moderations and questions the SENCO to ensure that the school is doing everything possible to address the needs of the vulnerable.
- The Governors are keen that the school maintains and further builds on its good reputation in the local community.
- They are proud of what has been achieved in its first year of being federated, but they are not complacent.
- Members of staff are trained local authority moderators to ensure judgements are accurate.
- The Executive Headteacher and SLT support local schools.
- The Deputy Headteacher chairs the cluster inclusion group.

Areas for Development:-

- CPD for Governors.



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- Presentation to Governors from SEND Governor.
- Establishment of a Governing Body platform on Google.



Element 8 - The School in the Community

Strengths:-

- The school is widely recognised as a non-judgemental, supportive and informative resource within the local community. This can be measured through the high number of parents who are supported at various levels at the Ardleigh Green Family Centre.
- The Family Centre supports 400 people a week. It offers various services for young parents and helps them to prepare their children for school such as Toddler Groups, Bumps and Babes, Post and pre-natal support groups. There are Police drop-in sessions, local exhibitions, concerts, a community choir, training courses for teachers and community meetings, a Well-being Hub, a counselling service, a Ready for School service, NCT classes and many others. It is a central hub of the local community.
- The centre is the only one in the area to run a monthly well-being hub where parents and the local community can access information about what is on offer in Havering, regarding support for both physical and emotional well-being.
- The school involves itself in community projects and charity work, it has close links with pre-schools, secondary schools, the church, other local primary schools, community police and local businesses. This sense of community is at the heart of its topic-based approach which encourage staff to foster these local links.
- Parents from different cultures often support each other and their children in school with language barriers. Coffee mornings and parenting groups are often arranged to support inclusion and improved interaction between parents and their children.
- Parents and members of the community are actively involved in school events such as, the summer and Christmas fetes where local crafts people are invited to have stalls.
- The Ardleigh Green Learning Federation is highly valued, it remains oversubscribed and wants to maintain its Outstanding Ofsted rating.
- It plays a very active role in involving itself in town and county sports events and projects.
- The Headteacher is known and respected throughout the area and received an OBE for his services to education.

Areas for Development:-

- Seek grant funding to support the work of the Family Centre.
- Development of partnership with HBBS to include counselling/support of adults and children.
- Expansion of well-being hub to include Hornchurch locality group.