



26th March 2020

Mr John Morris
Ardleigh Green Junior School
Ardleigh Green Road
Hornchurch
Essex
RM11 2SP

Assessment Date: 19th March 2020

Summary

Ardleigh Green Junior School is situated in Hornchurch, which is in the London Borough of Havering. It is part of the Ardleigh Green Learning Federation which was formed in September 2019 and is a three-form entry school with 360 children on roll, aged 7 to 11. The school was judged to be outstanding by Ofsted in 2008. There are 21 Pupil Premium children (6%) and five children with an EHCP (1%), both below National. The KS2 SATs results have been consistently above National: 2019 Reading, Writing and Maths combined was 80% ARE and 37% with Greater Depth.

This visit took place the day before the school closed due to the Coronavirus. There are over fifty members of staff and yet only three were not in school, all for genuine health reasons. This is a very dedicated team led by an inspirational Executive Headteacher awarded an OBE in 2015 for his services to education, everybody believes that Ardleigh Green Junior School is unique, 'it is a family and the children belong to us.' Everyone here is committed to doing the best for every child. The Headteacher said that, 'the ethos of inclusion is a virus, it is infectious, it is caught and that it's wider than the school, it's about community.' A foodbank had been set up in the playground and the school has been inundated with donations, 'typical of our community.'

Part of the vision of Ardleigh is the 'Adventure Park for the Mind', this was delightfully exemplified by Year 5 children singing this and other school songs. The Headteacher wants the children to enjoy their learning experiences, to grow and improve together. 'The inclusive ethos is in the DNA of the school', he knew that the power of music could involve everybody and saw that his vision for an inclusive school would be improved by employing an inspirational music teacher. The music teacher has now written thirty-two songs for the school, it's a culmination of the vision and values.

Throughout the school there is a calm, friendly atmosphere where everybody respects each other. The corridors are well organised with books and relevant information, there are exquisite pieces of 3D artwork inspired from famous artists. There is a display of the Passports that every child receives. Each year group has its own, giving a flavour of what the children will do each year, as this is their entitlement.

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Everybody receives a Boarding Pass containing the experiences they will gain during the year in line with the National Curriculum. In addition, they also receive a professionally printed Worldly Wise booklet each half term. Each one is a different theme which the children will cover including Inventions, Endangered Species and London Landmarks. There is a Worry Box for children if they have any concerns and another one for what they love about Ardleigh Green. There are Maths and English Challenge boards which are organised by the Year 6 children. There is a lovely display called Books are the Branches to your Imagination.

The school has heavily invested in IT, there is an IT suite and a smaller one for group work with plenty of computers. There is a green screen to enhance productions which is used by the Headteacher for his weekly broadcast. The staff use Google Classroom and have prepared work for the children when the school is closed. Leaders of every subject have Deep Dives for their area stored on the drive.

The Headteacher saw an opportunity ten years ago to create a Family Centre when an empty Baptist church became available. It is now a focal point in the community offering many services for various groups including Adult Education, Toddler Groups, Bumps and Babes, post and pre-natal support groups, Police Drop-In sessions, Local exhibitions, Concerts, Community Choir, Training courses for teachers and Community meetings. Some parents have trained to become volunteer Parent Group Leaders (PGL). There is a Parent Surgery offering one-to-one parenting advice and a new Wellbeing Hub has opened, also Living with Teenagers will be starting soon. In the last six months the Family Centre Manager has taken on the additional role of the SENCO, she is mentored by the Deputy Headteacher. She said that "A school should be judged by the way it treats its most vulnerable." The relationship between these two key people is a real strength of Ardleigh Green, the SEND and safeguarding procedures are both robust.

Teachers and TAs would 'Walk on water' for the leadership, they said that the SLT consider the staff's wellbeing as paramount, adding that "They are visible and always here for us." The staff are fully supported by the Governing Body who are well informed and understand that they must continue to hold the school to account so it continues to improve. This is an outward looking school led by a visionary Headteacher who is continually seeking new ways to improve the school.

I am of the opinion that it 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. All the stakeholders love this school and the children were not happy when they were told that it would be closing due to the virus. I think that Ardleigh Green Junior School should be proud to show off its Family Centre and music 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 and Parent Group Leaders.
- Family Centre Manager.
- Conference Call with the EPEC Hub Co-ordinator for Havering.
- Governors.
- SENCO and Inclusion Lead.
- Teachers and Teaching Assistants.
- Pupils.

Additional Activities:

- Learning Walk.
- Scrutiny of the Documentary Evidence.



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- It is evident as one walks around the school that all the staff, parents and Governors are committed to inclusive practices.
- The staff ensure that all the learning challenges set for the children are suitable to individual needs. All possible barriers to learning are addressed on an individual basis.
- The school is very well-organised to ensure that inclusive practices are effective.
- Induction arrangements are thorough for all new staff and transitions between schools and year groups is comprehensive. SEN, LAC, adopted children and those deemed vulnerable have individualised planned transitions, for example, the Arthur Mole Transition Programme for ASD children.
- There are many systems in place for mentoring, staff mentor each other, one-to-one learning mentor and the children support each other from play buddies to reading across year groups.
- Safeguarding is a priority and addressed at every staff meeting. Concerns are logged immediately and quickly addressed.
- There are excellent relationships between staff and pupils who are offered many school trips, they love the variety of visitors who come into school.
- The pupils understand the Behaviour Policy which they consider is implemented fairly across the school.
- Barriers to learning are identified and addressed as quickly as possible. During Data Days individual needs are discussed and suitable interventions are planned.
- Pupils enjoy the various forms of celebrations, they love receiving Dojos, certificates, Star of the Week and Headteacher's awards. Parents are pleased to receive phone calls and the school is proud of the many awards it has received.
- The training and CPD for all staff are highly valued, inclusion is on the agenda of all staff meetings.
- Pupil Premium children can borrow books from a Mr M's library, giving them access to a wide range of texts.

Areas for Development:-

- Further develop the work with vulnerable children through the Family Centre and the work of the LAC/Pupil Premium champion.



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- To continually review processes, systems and routines that impact individual children, so that each child can reach their full potential.
- Share good practice with cluster and LA schools.
- To further develop the work with SEND parents through the setting up of a regular support group with coffee mornings.
- To open the Well-being Hub to parents from other local schools.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- Each classroom is well organised, bright and attractive. Visual timetables and labelled resources ensure all children have easy access to the curriculum. The displays in classes and corridors are of the highest quality.
- The whole school is fully accessible as it is a single storey building. The library has books for all ages, abilities and cultures. All pupils in Years 5 and 6 have a Chrome Book and there is a class set of Chrome Books in Year 3 and 4. There is a class set of iPads. In addition, there is a music and drama room and a room for speech and language specialist teaching.
- Each classroom has a display of non-negotiables, punctuation, RE symbols, a timeline, FANBOYS (for, and, nor, but, or, yet, so), working walls and growth mindset. There is an outdoor classroom and a gym area which is used on a rota basis by all children.
- The school is well stocked with resources to suit the various needs of learners.
- Communication between home and school is good, parents are pleased with the variety; weekly newsletters, parent mail, school website and Headteacher weekly broadcast. Internal communications are also good, there is a weekly staff briefing and a weekly business meeting. TAs meet with class teachers to discuss and adapt planning.
- The school has a wealth of software to support all kinds of learners. Targeted children in Years 3 and 4 come in early to attend RM Easimaths. There are VR headsets, Talking Tins and a green screen. Staff have used the latest Cornerstone VR Trauma Training to help their understanding of early trauma on children and support their learning.
- The school has recently taken on board the Iris Connect programme, which allows staff to 'record' themselves to monitor their teaching and offer CPD.

Areas for Development:-

- Increase Chrome Book numbers so that every child will have their own.
- Develop individualised learning programmes for all children.
- Develop the library to make it more comfortable, also seek children's view and opinions in its planning and development.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- All staff have a deep understanding of the Behaviour, Safeguarding, Whistleblowing and Inclusion policies.
- Transitions are thorough, a planned transition takes place for all children moving from KS1 to KS2, as well as from Year 6 to Year 7. At each point, children with SEND are considered more closely to tailor these arrangements. Person-centred reviews are in place for appropriate children. There is an autism specialist programme for a child transferring to secondary school. The school uses Happy-Self Journals to help children to emotionally process change. There are Summer Transition Folders for children to share with their new class teacher. In addition, there are also Goodbye and Welcome cards from the new and previous teacher.
- Children are very respectful to each other and to adults and appreciate that everyone has different needs, for example, Year 6 children have responsibilities in the school and look after younger pupils at lunchtime, there are reading buddies when children from different year groups read to each other, there are Maths and English doctors and pupils who help out in the office.
- All children know who to speak to if they needed to access support.
- They understood the marking policy and know how to improve their work.
- There is a School Council which raises money for various charities, this gives them a voice to shape their school community. Some children help in the Family Centre demonstrating community responsibility.
- Staff felt that this school is a family and children feel loved. All stakeholders, including parents and Governors have a genuine affection for the members of this community. There is a real sense of working and learning together.
- There is an excellent range of trips and clubs offered by the school including a residential in both Years 5 and 6. Pupil Premium children are offered music lessons.
- Children are confident, articulate and have various aspirations for their futures, which include, attending university. Subject leaders seek their views. The Wordly Wise programme helps widen their horizons and is followed up at home. Mr M's Book Club inspires children and embeds a culture of learning, helping them to become lifelong learners.

Areas for Development:-

- Develop the Hub further to include cluster schools and develop links further with integrated services.



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- To observe and review transition arrangements for LAC and Post LAC, particularly for lunchtime.
- SKIPS – New adoption ALE – Adoption London East – Extend services from Borough to the whole London Region.
- Introduction of Jigsaw PSHE scheme from September 2020.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- The school analyses data to inform interventions and next steps, this is a process that is constantly reviewed. It has termly Data Days, it uses SIMS tracking data and there are many observations to assess if there are barriers to learning. Children's books are monitored regularly, teachers' assessments are moderated and there is small change checklist. The school ensures that screened children have extra time in SATs or alternative assessment arrangements are made, there is Year 3 screening where concerns are identified and action is taken including, an analysis of any phonic underachievement from Year 2.
- SLT encourage a variety of teaching styles to address the variety of learning needs, however, there is a consistency of expectations in each classroom. Ardleigh Green Junior is an Adoption Friendly School and understand the barriers that some children face. There is an extra teacher in each year group, as well as specialist teachers who are able to address these needs.
- Learning plans are adapted to the needs of individuals and groups of children. TAs use their experience to ensure the interventions are appropriate.
- IEPs and PEPs are regularly reviewed and EHCPs are shared with parents every term.
- Children know how to improve their work by using a purple pen, they also have opportunities to peer mark.
- Data shows that attainment is consistently better than national for Age Related Expectations and for Greater Depth.

Areas for Development:-

- To continue with Termly Pupil Progress Meetings to highlight underachievement, low attaining pupils, those who are more able and those with possible SEN.
- To evaluate and improve the quality of the provision mapping.
- Evaluate and improve pupil level tracking and target setting.
- To review the Performance Management process.
- To embed the Improving the Attainment of LAC and Post LAC document into school policy, disseminate to all staff and to monitor and review these practices.
- Implement and track the 'Stages of Small Change Document' across the whole school as part of the school's concerns and actions procedure, this has previously been piloted with LAC.
- To separately track the progress of this group of children to include them in the SEND information and list them in line with the COP and Child and Families Act.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- Performance Management does impact on pupil performance however, this is kept under constant review to ensure standards do not slip. The Headteacher works with the teachers and the Deputy Head works with the TAs.
- Teachers plan in year groups and TAs are involved in the process to ensure that all children's needs will be addressed and that their support makes the greatest impact. Leaders across the school go on learning walks to ensure that the Teaching and Learning policy is implemented.
- Outside agencies are used to support the staff with ideas to address individual children's needs.
- The school is now using Maths No Problem and finding that children working in mixed ability groups is successful, the children are good at helping others.
- The learning intention is made clear in every lesson.
- The human and physical resources are used effectively to maximise the learning opportunities of every child.
- Each classroom has a working wall to support the children's learning, their behavioural expectations are clearly displayed.
- Parents receive a detailed end of year report informing them of their child's next steps. Termly parent meetings are held for all and termly IEP meetings for SEND children also take place.
- SLT value the notion of offering high quality CPD and INSET, all staff are able to access training either internally or externally including Lego Therapy, ASD and Speech and Language.
- Pupil Premium expenditure is used to ensure that individuals are given additional learning opportunities including 1:1 tuition, music, drama lessons and French lessons outside of school to develop confidence.

Areas for Development:-

- To develop and embed an observation sheet to observe SEND children and use this information to inform and review EHCP outcomes.
- To develop a Concerns and Actions prompt sheet for teachers to help them make adaptations that could be made to support children they are concerned about. (Graduated Approach - assess, plan, do, review), launch this to staff and feed this into the school's interventions. Use this to put the child and parental voice at the



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heart of the process, audit in the autumn term and pilot it with Year 4 and 6 in the spring term.

- To monitor and review Pupil and Parental Voice, to put it at the heart of target setting in line with the COP.
- To develop a new IEP format.



Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents are very grateful for all the opportunities they have to be involved in their children's education such as the Family Centre, coffee mornings, visits to classrooms, concerts, school plays, social media and newsletters.
- Communications between home and school is easy and effective. Many staff are found in the playground at the beginning and end of the day. Children have a homework diary which parents use to communicate if they cannot speak to the teacher directly. The Dojo system can be seen online at home and many parents communicate at the Family Centre.
- Parents are very pleased that staff value and respect their children, they see this every day in the playground, in school performances, parents' evenings and through the school's social media.
- Parent questionnaires demonstrate that the dialogue at parent/teacher consultations, are supportive of the learning process.
- Complaints are rare, if they do occur parents' views are respected, and their concerns are addressed. The school has a strong partnership with the Peabody Trust and has a strong tradition of helping and supporting vulnerable families facing eviction.
- Parents are involved in the decisions that are taken concerning their children, they are consulted in termly IEP, EHCP and SEN meetings.
- Many parents have strong links with the school and could not praise it more highly, they are invited to all kinds of events including assemblies and concerts, also there is a strong Parents' Association. Ardleigh Green Juniors has been over-subscribed for many years and there are many positive comments on social media.
- The school finds many opportunities to seek parents' view such as coffee mornings; parent questionnaires, SKIPS (Parental Support Group) and TREES (Parental Partnership). In its most recent Ofsted, no concerns at all were expressed by parents.

Areas for Development:-

- Develop the SEND coffee mornings as part of the Well-being Hub.
- Further develop use of Social Media to promote parental engagement.
- Further develop Family Centre and school links.
- Further promote the Wellbeing Hub extending the range of support services.
- Disseminate good practice (LA recommendation).



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

Strengths:-

- The newly formed Governing Body has a real and genuine commitment to the inclusive ethos, they ensure that inclusive practice is monitored, developed, improved and implemented. They are involved in the daily life of the school, the chair visits regularly, Governors with a specific subject report back to the Governing Body at meetings, they scrutinise and ratify all policies and they are part of the interviewing process for all staff.
- The Governors undertake training across a range of needs having completed their annual skills audit, they attend regular training provided by Havering and have all completed their online Safeguarding training.
- The named SEND Governor and the Safeguarding Governor have well established links with the SENCO and SLT.
- Governors have a deep understanding of their role and how to support the school. The SEND Governor joins the regular SEND learning walk, she has been part of the team which completed the NASEN document. Governors have undertaken their child protection and safer recruitment training. They support the school in its financial planning.
- Governors demonstrate their commitment to inclusion by ensuring it is on their agenda, there is a termly report from the Inclusion Leader. The Headteacher has an inclusion section on his report to the Governing Body, it also forms part of the Pupil Premium report.
- External views are sought to validate and support the school's development, there is a trained moderator in school and the SLT attend cluster groups. The school is proud of their various quality marks.
- The Headteacher, Deputy Head and SLT support local schools, also the English lead is supporting a local school. Ardleigh Green is part of a SEND cluster group and there have been visits from teachers from Iceland.
- Governors have a high profile and are known by many parents and children.

Areas for Development:-

- To further develop the role of the Governors by offering more CPD.
- To sharpen the Governors' focus in each subject of the National Curriculum.
- Encourage Governors to attend staff training sessions.
- Further Governors' involvement in School Improvement Planning.



Element 8 - The School in the Community

Strengths:-

- The school has audited the local and wider community to ensure that the services provided by the Family Centre are addressing local need. Curriculum Leaders have made links with other community groups, for example, a Brazilian dance workshop as part of a study about Brazil. There are regular joint moderation sessions with other schools.
- There are many links with local and wider clubs and organisations such as the Well-being Hub's partnership with CAMHS and NELFT, the Headteacher and SENCO attend the borough's Transformation and Implementation committee. Other links with Havering and Brentwood Bereavement Service, with the NCT, Peabody Trust, Kooth which is an online mental health service for children and young people, the Sycamore Trust, EPEC, Parent Surgeries, Woman's Aid, PGL Family Liaison Leaders and PGL Training, NELFT Talking Therapies, Post Adoption Support Service, ASF a therapeutic and attachment support service, the School Nurse Drop in and Hub attendance, coaching partnerships and Sports clubs, for example, tennis and coding club run by parents.
- Expertise and resources are shared to advantage the pupils, the school nurse runs drop in sessions specialising in school refusal, the implementation of Lexia, CAMHS mental health library and the Hub has a wide range of resources which are lent out to the local community.
- The school is deeply loved and valued by the local community, it is oversubscribed and has an Outstanding judgement from Ofsted. The Headteacher received an OBE for services to education, LAC and post LAC provision has been recognised by SKIPS community groups.
- The community is involved in the life of the school through the Parents Association.
- Many charities are supported including Macmillan Cancer, Comic Relief and the local food bank, local residents are reading partners, CAMHS and the school nurse attend parents' evenings. The PCSO and Safer neighbourhood team are based in the Family Centre.
- The school has systems to canvas local opinions, evaluate outcomes and act on its findings. There is an annual questionnaire to the whole school community which led to the school strengthening its links with the Family Centre and parent feedback led to the 'Little STARS Group'. Commissioned services for the Family Centre used the scoping assessment outcomes to deploy CAMHS and Adult Mental Health Services. The Well Being Hub was launched in conjunction with NELFT/NHS. TREES and SKIPS led to the ASF Clinic. The School Readiness Support Group was in response to the parent feedback from Baby Club, supported families came through 'Section 21' homelessness. The school is supporting a family through mediation with support from a local solicitor who specialises in family law and welcomes clients needing legal aid.



Areas for Development:-

- To establish Ardleigh Green Juniors as an integral part within the Children's Integrated Services and to deliver these services, which will benefit the school and its wider community, for example, Hub, Early Help, EPEC, school nurse, CAMHS, EP, CP and ASF.
- Encourage and develop more contacts and links with Universal Services to use the Family Centre and provide a revenue stream, for example, Talking Therapies.
- To establish a Bereavement Suite and develop the Family Centre's new timetable so all users can work harmoniously.