



Assessor's Evaluation for the IQM CoE Award



School Name Baines' Endowed C of E Academy
Penrose Avenue
Blackpool
Lancashire
FY4 4DJ

Head/Principal Mrs Debi Rusling

IQM Lead Mrs Debi Rusling

Date of Review 8th June 2023

Assessor Matthew Cuss

IQM Cluster Programme

Cluster Group Team North West

Ambassador Ms Sarah Linari

Next Meeting Summer 2023

Meeting Focus Main Focus - 'Thrive In Action' sessions.

Cluster Attendance

Term	Date	Attendance
Spring 2022		
Summer 2022		
Autumn 2022	24th November 2022	Yes
Spring 2023	17th March 2023	Yes

The Impact of the Cluster Group

The school is a member of the 'North West' Cluster Group. The Inclusion Quality Mark Lead within school was highly involved in this assessment and is keen to host and attend meetings. They are an interested, open, and thriving school with a keen approach to garnering information and support from any available source.

During the IQM Cluster focused part of this assessment it was clear that staff attended Cluster meetings dependent on need across school. They have enjoyed the sessions hosted by Cluster schools on 'Inclusion: Supporting the Visually Impaired' as well as sessions on 'Supporting Pupils with SEN' and 'Supporting Pupils with Autism' including



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learning about how Cluster schools have used Thrive Provisions and they become keen to arrange seeing this in action by arranging further visits.

These meetings informed Baines' own approach in many areas including how the school has implemented linking their provision for children with Autism and helping the school to give the children a sense of deeper belonging and adapting provision within school.

Within the school culture the IQM process has helped promote a desire for a range of inclusive training. Overall, staff are even more determined and open to promote positive Mental Health and self-regulation. Leaders feel the IQM Cluster and network has helped them build on already strong sense of inclusion and has allowed them to investigate new and creative approaches.

Evidence

School Website

- KS1 and KS2 Learning Walk
- Targets (Centre of Excellence)
- Self-Assessment Report
- Intervention times
- Meeting held with IQM (Inclusion Quality Mark) Lead(s)
- Meeting held with School Leadership Team (SLT)
- Meeting held with Inclusion and Special Educational Needs and Disability (SEND) Team
- Meeting held with Parents
- Meeting held with Key Stage 1 Pupils
- Meeting held with Key Stage 2 Pupils
- Meeting held with Head Governor
- Meeting held with Teaching Assistants (TAs) and Special Needs Assistants, Various Pastoral and Nurture Roles
- Meeting held with Teachers across Key Stages



Summary of Targets from 2021-2022

Target 1:

To continue to embed the use of 'The Graduated Approach' document.

Outcome/Intended Outcome:

Continue to develop and embed the use of this system to make sure it is used as intended, in order to identify pupils with Special Needs and Disabilities.

- The Graduated Approach for Blackpool was launched in school in September 2022.
- It is now used across the school to identify SEND pupils by the teaching staff when they are identifying the area of need.
- This includes conversations with parents and carers at differing stages, helping to further develop relationships.
- It has aided the identification of pupils and supported teaching staff to identify and evaluate strategies that they can use to support the children.
- It is being used to clearly explore the child's area of need and have conversations between parents and carers around the pupil's Special Educational Needs (SEN) and concerns.
- Staff have regular discussions with the Special Educational Needs and Disability Co-ordinator (SENDCo) around the pupil needs spreadsheet which is used to track which stage pupils are at on The Graduated Approach.

Target 2:

To deliver a new Inclusion Project, funded by the Government, focusing on removing barriers to learning for all pupils. Specifically, with young pupils to receive additional speech and language support and for older pupils through Commando Joe training.

Outcome/Intended Outcome:

The Inclusion Project will run until the end of the October half-term. Following this, staff, who have been in the Commando Joe sessions for Continuous Professional Development (CPD), will use and embed the strategies into the curriculum to continue to develop pupils' resilience and independence. Support will continue next year, since the main area of SEND need in the school is Speech, Language and Communication.

- Commando Joe has been working with all pupils in school since November 2022. Sessions have been well attended and received by the pupils. Groups have run before school, during the school day, at break and lunch times and after school. These sessions have included a mix of pupils who have SEND or may be classified as Disadvantaged or Looked After.



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- This provision has been targeted to a range of pupils particularly those needing support around resilience, emotional and social support.
- In school, pupils who have attended have developed resilience, which has been shown in part by their ability to manage emotional situations with better control.
- IC Communicate is a service used to support Speech and Language Therapy (SALT). One of the services used is providing support from the Speech and Language Assistant. This early intervention provides support for pupils in Reception. They have been identified by their Class Teacher and attend groups with a Speech and Language Assistant for attention and Listening, Phonological and Vocabulary.

Target 3 and 4:

To create an outdoor Sensory space.

To provide further opportunities for the children to develop their life skills through tangible experiences, such as off-site visits, school-based responsibilities, development of life skills i.e., using the WOW Room and through the Primary Futures programme.

Outcome/Intended Outcome:

- Pop up tents for portable sensory areas have been purchased to help pupils to regulate when needed.
- Sensory plants, wind chimes and wind 'toys' have been added to the Peace Garden to create a more sensory space.
- A Forest Corner outdoor area has been created to provide a space that allows the children to feel a sense of awe and wonder.
- Several children are using the Pop-Up tents to self-regulate.
- The Forest Corner is regularly used by Commando Joe.
- The Peace Garden is in use every day by groups of children to allow them to feel a sense of calm in a quiet, still space. NB: due to roof work, the Peace Garden will be closed for the second half of the Summer Term.
- Involvement with Inclusive Events from Pantathlon, two different year groups got through to the regional finals in Bowling and Curling after competing in local events.
- With Blackpool Council and Blackpool School Games, our pupils have attended events such as Inclusive Orienteering and Bollywood Dance competitions. This has been successful as these achievements are celebrated and all pupils are included.
- A full range of clubs and activities are provided at Baines' Endowed, and they are attended by all pupils from all backgrounds. SEND pupils have taken part in whole-



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school events such as Choir of the Year at The Tower Ballroom, the outdoor unique experiences that each Year Group enjoy, and the end of year production.

- All pupils at Baines' have the opportunity to carry out important roles around school, such as: School Councillor, Eco Councillor, Librarian, Worship Monitor, Play Leader, Resilience Champion, Anti-Bullying Ambassador and Register Monitor.
- Year 5 and 6 pupils have been involved in visits to local high schools like the Pride Unit at Armfield Academy, looking at transition and developing skills they will use in adulthood. This allows them to have an early experience of transition and understand the expectations and experiences that they might have. This has meant that they can deal with the transitions more easily and the early experience means that they are prepared for the next steps.
- Recently Year 2 took part in a Primary Futures virtual visit about the Titanic, where they spoke to an engineer about the Titanic, and he talks them through his job and what he does. Year 5 also had a talk from a female pilot who works for British Airways, she talked to them about the science of how her plane flies. The pilot told them how and why she became a pilot and then all the exciting things about her job and the places she has visited.
- The Year 5 nurture set, who are based in the Sunshine Room, developed their outdoor camping skills on a Life Skills Day.



Agreed Targets for 2022-2023

Target 1:

To restart a support network for parents of children with SEN at Baines' to develop working groups and parental voice.

Intended Outcome:

- Increase a menu of events that will be drawn up by Senior Leaders e.g., Coffee and Chat so that the environment is informal and welcoming for parents and carers, as well as other stakeholders.
- Extensive use of Google Forms to encourage Parental Voice for their parental needs e.g., Training or Workshops, advice, guest speakers and ensuring they can express their ideas and interests easily and with impact.
- Increased and added clarification related to signposting of services for those in need of them. Links to be continued with a local school who does this well (Advisory Teacher recommendations).

Target 2:

Review the current Assessment for Learning and feedback practice in school.

Intended Outcome:

- To ensure that Teachers and pupils are using assessment and feedback to best support pupil understanding of their achievement and attainment goals.
- As part of the process, ensure that pupil levels of understanding are a focus so that all pupils receive feedback, that then allows them to progress further in the most effective way.
- This will include whole staff meetings with staff and pupil voice, including supportive and celebratory learning walks and supportive book reviews/looks to share good ideas within the school community.



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Target 3 & 4:

To develop involvement in the Blackpool Oracy Project.

Invite adults with disabilities and a range of life experiences into school to share their personal experiences with the children.

Intended Outcome:

- To develop strong speech and language skills, confidence, and positive self-esteem in all pupils across the academy.
- The oracy project is currently being developed and will be led by the English Hub based in Blackpool.
- For the children to see positive SEND role models.
- To support the curriculum and future careers options.



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Overview

Baines' Endowed School is a Primary School in Blackpool with over 500 pupils on their roll. These pupils are from a very wide range of backgrounds and life experiences. The school is wholly deserving of their Centre of Excellence status with Inclusion Quality Mark (IQM) for many reasons. They are 'searchers' when it comes to the subject of inclusion. They have a constant and refreshingly open approach to developing their provision. If there is a way to nurture, support and educate their pupils and families - they are open and engaged instantly. What stands out is the lack of ego across all staff and a feeling of moving forward together, which permeates through the school. They forge links with agencies, families, different settings, and schemes to ensure their children have the real-life skills needed to succeed. Their progress with their IQM review targets is inspiring.

On arrival, it was evident how Leaders and all staff have fully engaged with the IQM process, how their targets perfectly fit with the needs of the families. Their approach is always informed by their deep understanding of their diverse culture, and they are willing to adapt to meet the needs of all their learners. The Year 5 targeted group is a perfect example of inclusive adaptation incorporating nurturing values and considering the best possible way for the most vulnerable to approach an age-appropriate curriculum. As the targets demonstrate, Leaders put value on the things that matter and are open to more creative ideas, when research shows a prevalent need. For example, data and evidence have shown a need to support trauma in a range of supportive ways. The initial meeting gave clear understanding of the progress made towards each target and how they 'marry' with whole-school priorities and inform the next IQM Centre of Excellence Targets.

The learning walk illustrated the school's work towards their targets with a curriculum steeped in tangible skills and practical life experiences. Key notes from the learning walk show layer after layer of pastoral support working to deepen the home/school links and use of that to inform planning, forward facing confident and supportive communication at all levels, lots of reflective and productive use of space, which is also sensory sensitive.

The embedded graduated approach related to emotional support is evident in the shared vocabulary from staff and a well-earned understanding of the systems by the children, which they can explain. The overall feel of the school is calm, safe, and productive. This is nurtured and has been observed during every visit and at all times. This success is due to so many factors, including careful organisation of classrooms, class profiling, expertly deployed and skilled staff, varied skillsets, and an openness to adaptive actions. Interventions crucially build independence, and each classroom approach differs depending on the needs of the children.

The Teachers talked through the processes which have informed the staggering amount of progress they have made in the last 12 months. The graduated approach was explained as a toolkit and guide to follow, to add clarity for all stakeholders and a way of building confidence in staff. The notes and information garnered from this approach has also added to an already rigorous and detailed transition process between classes



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and secondary schools. The resilience programme has grown and grown in stature within the school, with every child being able to access sessions from whole cohorts through to targeted support at lunch, after school and before school time.

The Teachers show the perfect combination of developing autonomy and having roles which stretch and motivate them. They know their roles inside out! They share the passion of all staff at Baines, which is to be open to all ideas with that refreshing lack of ego, all whilst ensuring the children know what they are learning, why they are learning it and that the children have the life-skills to have productive adult lives.

As one teacher explained about the importance of career links and the hard work put in place to build the curriculum around key life skills and went on to describe how the children are seeing a range of professionals in action. They will be glad to hear that in later conversations with the children, they also espouse the same passion and aspiration about their learning. The children say they want to be Botanists, Skaters, Dancers, Judokas, Artists, and Religious Education Teachers - and why not? The groundwork in the children's futures is a wonderful foundation to give.

Events that support families and children to have the Mental Health capacity and regulation to deal with challenge and when things 'don't go our way' are a key component. In order to access the aspirations built by the curriculum, the children need to be mindful, resilient, patient, and stress-free! That's why events like the De-stressfestival are so heartening to see. The tools to be a successful and content person are being grown daily by this wonderful collective effort.

The TA role within Baines' is another key example of excellent communication and having a shared goal. This is to ensure every child receives a bespoke and carefully considered level of tangible life skills, with an emphasis on explanation and also for the children to have their voice heard and respected. They too, understand, support, and clarify the graduated approach and work alongside Teachers and Leaders to provide the correct and considered level of support for the children. They explained the way they empower the children and help them recognise and safely act on their emotions. This highly skilled group are key at recognising and supporting children at the exact point of need. They have taken on the approaches and strategies of the last 12 months and helped translate this into the classroom, in a palatable and patient way for the children. This adds to the overall feeling of safety and the 'safe space' the school provides to the children.

The children that were interviewed were a diverse cross-section of ages, needs and personalities. They were a credit to the school and could not be a more authentic and delightful group to meet. They reflect the school's work on aspiration, confidence, resilience, and practical skills, without any prompting, as they are the result of this whole-school approach. In an open and friendly way, they explained a desire to "try things on their own" how to "work with two or more people" with their aspirations to become 'dancers, skaters and leaders' and that the things they do in school help us "later in life" - they also told me to "never give up!" which is advice I will treasure.



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It has always been immediately obvious that the children share their thoughts so eloquently because I have visited their 'safe space' with their 'safe people' and ergo they are empowered to speak so well. When you see the staff interactions, the calm movement around school and the nurturing atmosphere it is clear that the children benefit from this.

The previous and current SEND Leads and Headteacher shared with me how they gained so much from their interactions within the IQM Cluster Group they are now a member of. They have embraced their group in keeping with the openness of the school to learn, grow and share. They embrace the skills within their school and now they are excited to tap into a network of like minds and are getting as much from the experience as they are giving. They excitedly explained the ideas gained from other settings, including suggestions for developing the graduated approach and tracking, new apparatus and new ideas for organisation and also gaining a deeper understanding of the spectrum of visual impairments. Seeing these differing settings in person are clearly invaluable opportunities that the school are keen to explore.

The most important meeting was with the parents. They could not have had a better appreciation of the school, with an understanding of how they support the most vulnerable and most in need, in a kind and clear way. All parents explained the high levels of communication they experience and how that has built a deep trust for all the staff. Whether new to the school or having children who have attended for years, all felt 'listened to' and spoke of their surprise and pride knowing their children come home with clear aspirations and ideas. They speak of their children trying new things, how the trips help inform the children's life skills and life chances and their delight at how the children can now communicate their learning so well when returning home. Parents said they 'see the point' of the learning and love that their children want to be chocolatiers, gardeners and are full of confidence to explore. One parent spoke of the 'blossoming' of their child and couldn't believe how prepared that they were for moving into secondary school. They all spoke about the safe environment of the school and how it allows their child to try things they thought might not be possible. Glowing and consistent praise! The Chair of Governors joined us and explained the Governing Body role in this success and their part in developing a wide and varied curriculum and how the ultimate aim is for every child to reach their full potential.

The final meeting with school Leaders, referred back to initial discussions where they explained the consideration of the next set of Centre of Excellence targets, how they will strengthen their parental network of skills even more, develop oracy to build on the leaps in confidence within their learners and the plan to continue tapping into even more life experiences from the community. With a strong Leader who values everything a parent could wish for and a diverse and dedicated staff with the same shared values, it is clear that Baines' is a school where children are safe, supported, challenged, and listened to. A fantastic review!

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has



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interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Mr Matthew Cuss

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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