


School Name	Park Road Community Primary School	Visit Focus This school has agreed to partake in this review via the SIA & LA programme of Peer to Peer SEN Reviews. Please see attached Review framework:  Warrington SEN Peer to Peer Review
Headteacher	Nicky Parkinson	
SENCO	Kathryn Quigley	
LA Officer		
Date of Visit	27 th June 2019	
Category	Low	
Time on Site	8.15am -1.30pm	
Prep/Report time	½ day	
Peer to Peer Team	DHT Green Lane (SLE) SENCO Lymm HS Green Lane (SLE) SENCO Dallam	

Preparatory documents used for this visit	(removed)	The School website was used to ascertain prior information about the Schools SEN practice & procedures. The school website meets statutory requirements for SEND.
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Relevant Information

The school is a one form entry primary school. There are no mixed classes. It has 209 pupils on roll and x on the SEN register – making 4.3% of the school population. There are x pupils with an EHCP (1%), x pupils receiving school support (3.34%). There are no pupils with High Needs Medical funding.

There are currently 7 classes in the school. There are 9 teachers supported by 9 Teaching Assistants.

The SENCO has 4 years experience and has completed the Nat SENCO Award. The SENCO is also the Deputy Headteacher. She currently has 1 hr a week plus her Leadership time (1 day a week) to carry out her role. The SENCO has support for admin from an HLTA. The school is also represented at 2 network groups (LA /Inclusion North).

There is a SEND Governor in post who also acts as the school Maintenance Officer. He has been in the role 3 months but has been a member of the governing body for 18 months.

Summary Statement from Peer to Peer Report

It is the view of the review team that Park Road Primary School has a strong inclusive ethos. The school shows passion and commitment to provide the best support for all SEND pupils in their care. The review team share the view that the provision for pupils with SEND is good value for money.

Summary of the Review:

- Park Road Primary School has a welcoming, calm, inclusive environment where all pupils are nurtured and cared for. Beautiful, well maintained displays celebrate pupils work and assist them in their learning for example; working walls in all classrooms, positive, inspirational quotes that are linked to personal growth, such as; “Every child deserves a champion.” “People don’t care what you know until they know that you care”. Park Road has a lovely sense of community and family. This was witnessed by all of the review team throughout the visit as they saw staff greeting both parents and pupils on the school gate. Another lovely example of community is the way that the pupils and parents sign up to look after the school animals over the holidays. Pupils also spoke about the ‘Friendship bench’ where they could sit if they felt lonely. Other pupils would recognise this and go and play with them. Behaviour at Park Road was observed throughout the morning and it was the shared view of the team that it was excellent. Pupils were well mannered,

polite and supportive of each other. Pupils talked to the review team about the 'buddy system' as well as rewards and sanctions that are in place which help to maintain an excellent standard of behaviour. The climate for learning was purposeful, T&L was of high quality. During the morning there were a variety of lessons and interventions observed by the team. Feedback shared with leaders was that all SEND pupils were on task and engaged in their learning. Resources were appropriate to need and were used correctly to ensure active engagement and understanding in learning. Differentiation was evident, for example; in Year 4 all resources were differentiated a number of ways based on the needs of the pupils. Examples of the resources observed were; working walls, mini whiteboards, number lines, number fans and electronic tablets which were accessible on the walls for pupils to use and interact with. At Park Road staff promote and look to develop independence at all times. The use of questioning was strong and this was particularly effective when targeted to pupils based on the knowledge that the staff hold of pupil's needs and abilities. The team felt that the use of complex specific vocabulary was strong across school and teachers were modelling this an example observed as early in reception was the use of specific vocabulary such as problem solving and challenge. Intervention sessions observed were of a high quality, in particular a maths intervention was observed which linked well to Literacy. Pupils were engaged, well equipped for learning with an appropriate space, resources and clear planning. The team also observed some 'friendship intervention' and a friends circle in the Forest School. Both sessions were well planned and evidenced the promotion for SEND pupils on responsibility, problem solving skills and the use of specific vocabulary. For example a year 1 pupils taking part said; "He has kind hands" and "She is a great role model." During discussions with the SENCO and other key staff it was evident that Interventions were carefully planned and reflected upon regularly to inform future planning.

- During the morning the team spent time looking at books for a small minority of SEND pupils. It was felt that books were of a high standard in presentation, there was evidence of high expectations, a variety of activities and some pictorial evidence to capture the more practical activities. There was an indication of the level of support given for each task, they celebrated achievements with praise and progress over time was evident. During feedback to the SENCO and Head Teacher there was a more detailed discussion on the use of Targets in books as the team felt that this may help pupils to understand what they were working towards.
- Teaching Assistants at Park Road are an absolute strength offering high quality, light touch support where necessary with timely interventions to promote independence and inclusion. TAs skill sets are best utilised to enhance the learning experiences of SEND pupils. TAs have an excellent CPD program linked to school improvement priorities. The Pastoral lead cascades training back to all staff and this is working well. The team spoke with a number of TAs who spoke highly of the CPD opportunities, regular TAs meetings and weekly meeting with the SENCO. Communication is good and appreciated by staff. TAs could talk confidently about their Performance Management targets, explaining that they are based on Pupils Progress and CPD. All TAs said that they felt valued, stating; "We love our jobs." One TA said; "I feel that I am part of a family and that my skills have improved."
- Pupils at Park Road are very articulate and independent. The review team spoke with a number of SEND and non -SEND pupils across the school from Years 1, 2, 3, 4 and 6. Feedback from all pupils was extremely positive. They all love school, are happy and state that they feel safe and secure. Pupils were asked what they liked and disliked about school. Pupils stated; "I like school because learning is easier and fun." Another pupils said; "If anyone is struggling there is always someone to help." When talking about their dislikes pupils named individual subjects that they found more difficult but said that they use the working wall, or ask a buddy before asking a teacher. It was clear that they had routine and strategies to assist them. Pupils talked very highly of the Clubs and activities on offer to them at Park Road such as: singing, dancing, tag rugby, rounders, cricket, football. They all talked eagerly about the Wednesday enrichment afternoons offering Forest School, gardening, sewing, gymnastics and cooking. It was evident that the Pupils at Park Road clearly enjoy an exciting, broad and balanced curriculum. One pupil said; "I enjoy the activities because you can really express yourself."
- Pupils spoken to in all groups were asked about their progress and targets. Progress was spoken about in relation to their parent's evenings, reports and their books. Some pupils could talk about their targets but not all. The team felt that this is an area that could be improved.
- Communication and relationships with Parents at Park Road is excellent. Parents interviewed said that; "The school go the extra mile and the pupils want for nothing." They feel that; "without the extra support they receive they would be lost." One parent said she is; "comfortable and relieved to be in a school that

understands individuals and provides so may after school and before school activities.” They feel that; “The school has an open door policy and they mean all staff and not just the Head teacher.” Parents spoke about the progress of their children and said that they liked being able to see the progress via the seesaw program that they have access to. They feel that they receive regular updates on progress at Parents evenings, via seesaw and celebration assemblies. One parent said that her “Children are happy, want to come to Park Road and their confidence has grown.”

- Leadership of SEND is inspirational, always forward thinking, intervening early and reflecting on their practice. The team lead by example with passion and commitment to SEND. The SENCO and HT work well to ensure that SEND is of high priority across the school. SEND is everyone’s responsibility. The SDP and action planning reflect the development of SEND provision and take into account the priorities. CPD is considered by the team showing an awareness of need and skills. An example of the development of staff and using staffs skills to benefit the pupils is the use of the sports coach to lead OT and physio sessions. Recent CPD has led to a change in practice using the mantra “provision makes progress” all interventions take place within the classroom and a change to the one page profile to ensure all teachers are involved and accountable. This also allows the pupils and parent voice to be heard.

The SEND Governor has a lot to offer and shows the desire and passion to do the best for pupils with SEND. As the school maintenance officer he is on site and knows the pupils and their families. He talked proudly about some of the support he has given to some of the SEND pupils such as in the electronic group and supporting pupils looking after the school animals, with this having a positive impact on confidence and behaviour. During discussions as part of the review process it was suggested that due to the Governor being new to role training would be of value. The governor has been involved in meetings with the SENCO regarding ‘what is SEND’ and a further meeting around SEND Data but agreed that specific training on the Role of SEN Governor would be beneficial.

Leaders hold staff to account for the progress that the SEND pupils make. Pupils Progress meetings focus on SEND and the SENCO is involved in all of those meetings so that interventions can be put in place promptly. Leaders ensure that interventions are tracked and impact is measured using the SDQ.

Progress is closely tracked in reading, writing and maths and all staff contribute. PIVATs is being used to track those pupils who make the smaller steps of progress. There are high expectations for the expected progress of the SEND pupils. During the review it was suggested that the school may wish to consider using progression guidance, FFT or CASPA to help them to compare SEND progress against other, like, pupils nationally. Soft Data is also collected informally in a variety of ways. There were discussions with the review team about formalising this process via the use of wow moments and Seesaw

Recommended Actions / Considerations <i>(Some already started and to be continued as identified below)</i>	Who?
<ul style="list-style-type: none"> • Pupil Progress To continue to capture the Soft data in a more formalised way Eg; Wow moments folder, Seesaw, Soft data sheet proforma. To use comparative data sets to Benchmark SEND pupil progress Eg; Progression guidance Document, FFT or CASPA to support judgements. 	HT, DHT, SENCO
<ul style="list-style-type: none"> • CPD To continue to further develop CPD opportunities focussed on mindfulness to further embed into day to day practices 	HT, DHT/SENCO
<ul style="list-style-type: none"> • Leadership To ensure the SEN Governor receives appropriate training in order to fulfil the role effectively. To consider including the SEN Governor in monitoring Eg Learning walks, book scrutiny. 	HT, DHT/SENCO, SEN Gov
<ul style="list-style-type: none"> • Outcomes To consider how you present outcomes of the Ever Ks in order to celebrate their success. 	HT, DHT, SENCO, Teachers, TAs

Future Sources of Support

In School	Peer to peer working/ paired teaching	LA Specialist /DP Cluster/ other	Continue engagement in SENCO networks
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Contribution to LA Commissioning Priority Themes 2014-17		
A.	Warrington schools and settings will be Good or Outstanding	X
B.	Children will arrive at school, school ready	
C.	Performance (Attainment & Progress) across the key phases will meet or exceed that of our SNs	X
D.	Outcomes for our most vulnerable groups of learners will be in line with/higher than those of our SNs	X
E.	Opportunities for CYP to progress into employment and training will increase	
F.	Transformation of Performance and Outcomes will be collaboratively and sustainably embedded at system level	X

To be completed by Headteacher	
School Agreement to Accuracy	Signed:
To be forwarded to Governing Body/Chair of Governors	