



# Inclusion Quality Mark (UK) Ltd

14<sup>th</sup> June 2016

Mr Anthony Hill  
Walton Le Dale Arts College and High School  
Brindle Road  
Bamber Bridge  
Preston  
Lancashire  
PR56RN

## Flagship Review – 14<sup>th</sup> June 2016

### Summary

Walton le Dale is a vibrant, very welcoming and homely school. There is a calm and purposeful atmosphere. It was very telling that the school arranged for the tour to be conducted by four Y7 students. Their trust and confidence in the young people was well placed.

There is a great deal of excellent practice evident throughout the school and the overriding impression is that this is a school that really does try to accommodate all their youngsters needs and is flexible in order to achieve this. The school's motto "Learning for Life" strongly influences the practice seen and discussed during my brief visit.

During my visit I was able to see the school at work and experience the inclusive ethos and culture that pervades and is palpable. Students are valued for who they are and what they can become. The tone is set by the Headteacher and his senior leadership team, all of whom have high expectations and ensure that the supportive, caring and inclusive framework is maintained.

Teaching and support staff work exceptionally well together to do their very best for all students. They carefully plan lessons to meet individual needs and carry out detailed marking of their work. They are positive and energetic and are fully committed to the students and to the school. They share the common, inclusive vision and they feel they have excellent support and resources to enable them to do their work. Staff are encouraged and enabled to develop their skills through a range of CPD opportunities that have a strong focus on teaching, learning and inclusion.

Students and staff work very hard to ensure they are continually improving. Progress is rigorously monitored and individual targets are set for all pupils. A thorough tracking system ensures that pupils who are not progressing are targeted for interventions where needed. There are rewards for pupils to celebrate their many achievements, which they are very proud and pleased to receive.

There is an extensive programme of extra-curricular activities at the school. Enrichment Days provide opportunities to engage students in programmes relating to careers and personal and social education, for example. After school there are many clubs related to sport, the arts, and ICT. These also operate at lunchtime and break. Trips and visits continue to be an important feature of the school, including trips abroad. In recent years there have been trips abroad to China (twice), Italy, Spain, Poland and Holland. The school is sensitive and discrete in its support of all students who express a wish to go on such trips, providing some financial support where possible and staggered payments over a long period of time.

There is an excellent rapport between the staff at all levels, the children in the school and a superb quality of support, care and nurture that is continually evolving to further enhance provision. The numerous staff I spoke to during the review constantly showed their enthusiasm, are extremely hard working, motivated and professional. They are committed to ensuring every success for the young people.

Governors spoke passionately about their school and were clearly very active and involved in the life and development of the school. It was clear that they shared the inclusive values of the school and ensure that it is an integral part of the school.

In the past year the school has continued to develop its inclusive practices in several ways. CPD continues to be fully inclusive for example, whole staff training has been completed on Positive and Fixed Mindset and a working party is meeting half termly with the Educational Psychologist to develop strategies for whole school implementation. They have developed an action plan and will review it over the coming year. The school uses IRIS Connect extensively and very effectively and has been awarded the CPD mark, such is the quality of their professional development. There is a very informative Teaching and Learning magazine produced by the Assistant Headteacher each term. It is rather playfully called “Walton Wilf”!

The new SEN policy has been written and published to parents on the school website.

The MUGA has now been completed and is a huge success with all the students who spend any free time playing sport on it and on a rainy day similar to the one when I visited, the MUGA is a valuable resource. It was good to hear that community partners are also using the facility.

Departments are developing awards and the merit system acknowledges this. Students enjoy the awards assemblies throughout the year and at the end of term assemblies. Duke of Edinburgh Award has been offered to all year 9 and there is a very good uptake. The trip to China is now arranged with 10 students and 3 staff joining the 20 students and 5 staff from one of their feeder primary schools. Participation in extra-curricular activities, trips and visits is in excess of 80% and there is consistent representation from all groupings of students.

Students continue to have ‘free choice’ for GCSE options and the timetable is planned to facilitate this. English key skills has been included on the timetable for years 7 and 8 and the impact is to be audited during the summer term by the English Department.

I enjoyed my visit and it was a pleasure to meet staff, students and governors who were all extremely supportive of the school. I was impressed by the welcoming nature of the school, the friendliness of the students and the dedication of staff and governors.

I am of the opinion that Walton Le Dale Arts College and High School fully meets the criteria of Inclusion Mark Flagship status, and I recommend that the school remains a Flagship School and be reviewed in 12 months' time.

**Assessor: Barry Carney**

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



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



# Flagship Review Report 1/2/3



---

**School/College Name: Walton le Dale Arts College and High School**

**School Address: Brindle Road, Bamber Bridge, Preston, Lancashire PR56RN**

**Tel No: 01772335726**

**Headteacher's/Principal's Name and Email Address: Anthony Hill – head@waltonledale.lancs.sch.uk**

**IQM Coordinator's Name and Email Address: Anne Snape – a.snape@waltonledale.lancs.sch.uk**

**School Website: [www.waltonledale.lancs.co.uk](http://www.waltonledale.lancs.co.uk)**

**Number of students on roll: 693**

**Review Date: June 14<sup>th</sup> 2016**

**Assessor: Barry Carney**

---

**School context description: Raise-online, Ofsted Data Dashboard, performance tables etc. (school to update accordingly if there have been significant contextual changes).**

The school mission statement 'Learning for Life' demonstrates that the school is concerned with developing the whole child. It recognises the uniqueness of every child and seeks to support and challenge them as individuals. We ask that everyone is treated with respect and that everyone is given the opportunity to be successful. The mission statement is translated into the 'Walton le Dale Values' which gives the basis for what we do, our ambitions for our youngsters, and how we relate to each other.

- The school is centred on strong relationships amongst all stakeholders and which are used to support and challenge our youngsters to achieve their best and work for each other. Feedback from one parent during a recent open evening illustrates our child centred ethos. When the parent asked a student about the school, the student responded that we are not a school, we are a community. This is a perceptive comment of what we are aspiring to; it is a small friendly school in which we seek to put the student at the centre of everything we do. However, we do not want good relationships to be at the expense of high standards.
- In April 2008 the school opened a phase 2 Children's Centre which serves the local area
- We achieved the Inclusion Quality Mark in 2008, re-awarded with this standard in spring 2011 and given Flagship status in 2014. The school has also received the ICT Mark for the second time in 2014.
- The local area has faced significant falling rolls and in 2009 the school roll had fallen to 545 students. Since then the school has increased its roll, having risen to about 692, a trend which seems to be continuing, despite falling rolls still being an issue in the area. The roll will increase to over 700 in September 2016.
- The student population is mainly white, although this is slowly changing, with non W-BRI now being 10%. Very few are in the early stages of language acquisition.
- The percentage of students on Pupil Premium is higher than the national average, approximately 33%, with variation across year groups. Levels of deprivation are similar to those nationally, although this hides higher levels of deprivation in respect of health, housing and the educational background of parents, and the fact that some areas we serve are at the highest level of deprivation.
- In general terms our students are less able than nationally. The percentage of high ability students is half the percentage of high ability students nationally. Typically the school has 50% more low ability students than average. The school has a much higher proportion of SEN students than nationally - ie those at SA+ and with statements. One third of statemented students are ASD students, with two thirds of SA+ students being There are currently 7 CLA children in school from 3 different local authorities. This will rise to double figures in September 2016.
- There is a significant difference between the prior attainment of Pupil Premium students and other students on entry to the school. This amounts to a gap of 10% in KS2 Mean scores for both English and Maths

## RR Flagship Review Report

---

- There are high levels of mobility, with the school being a net receiver of students; the school has 50% more students arriving late than the Lancashire average. During this academic year we have received over 20 students as mid-year transfers.....
- The school has a strong reputation for supporting, managing and being successful with students with a wide range of different 'vulnerabilities' and needs. We are recommended informally to parents by SEN Officers, Parent Partnership and Social Services. Despite the lack of any 'SEN' labelling, many students have emotional and social issues emanating from outside of the school which directly impact upon their behaviour in school. Given the reputation of the school in supporting such youngsters, many in-year transfers are of this nature. The school believes that if it can support students in dealing with such issues then secondary negative behaviours are minimised. The school makes every attempt to help students deal with such issues through a range of strategies and provision. As a consequence of this we often have students who academically may not seem to struggle, but whose personal circumstances put their academic progress as secondary. Our challenge is to support students through these crises but also ensure academic success as it is the latter which will allow for a successful future.
- There are 89 staff in school, 6 of which are not white British. 52 of these are teaching staff, including the Headteacher (49fte). The school employs 3 cover supervisors and makes little use of supply teachers. When not needed for cover these staff support students in classes, as an addition to the timetabled support provided by teaching assistants. Staff turnover is generally low. However, new staff have joined the school through growth and retirements in 2014.
- Teaching staff almost exclusively teach in their specialist areas, although our KS3 'Opening Minds' programme is taught by a range of experienced teachers who have had additional training.
- There are 25 one hour teaching periods per week for each key stage, operating over a 2 week timetable. From September 2015 English have 4 periods per week, Maths 3 and Science 3 lessons in KS3. There is a strong emphasis on basic skills to compensate for the fact that as many of our learners join us with low levels of literacy and numeracy. Students are put into broad sets in the core subjects in Y7. For the rest of KS3 students are put into 2 ability bands and set accordingly in the core subjects as well as French, ICT and PE. Students are taught in mixed ability groups in the humanities, technology and art subjects.
- In KS4 English and Maths operate on 4 lessons per week whilst Science has 5 (6 for Triple Science students). In KS4 students continue to be set in the core subjects, whilst this may occur in options when there is more than one group timetabled for an option subject. At KS4 students choose options from a wide choice, including a small number of vocational subjects. This is a free choice but time is spent with individual students ensuring that the choices are appropriate and we encourage the more able students to choose an 'Ebacc' subject. A small group of students may attend courses out of school on an individual needs basis, with animal care at Myerscough College being the most common destination.
- There is an extensive programme of extra-curricular activities at the school. Enrichment Days provide opportunities to engage students in programmes relating to careers and personal and social education, for example. After school there are many clubs related to sport, the arts, ICT etc. These also operate at lunchtime and even break. Trips are also an important feature of the school, including trips abroad. In recent years there have been trips abroad to China (twice), Italy, Spain, Poland and Holland. We do our best to support all students who express a wish to go on such trips, providing some financial support where possible and staggered payments over a long period of time.

## Review Report

There does not have to be action identified against each element. The school is expected to complete the 'Future Plans' one month before review/assessment and to then submit the Review Report to IQM

Element	<b>Future Inclusive Plans</b> (school to fill in) one month before review/assessment and forward to IQM)	<b>Assessment Commentary</b> (assessor to complete as a result of review/assessment and then forwarded to IQM)
<p><b>1</b></p>	<p><b>Demonstrable plans</b> to sustain and develop inclusive internal practice                      To complete the preparation for submission for Dyslexia Friendly School</p> <p>To ensure that whole staff CPD continues with inclusion matters high on the agenda.</p>	<p>The plan for Dyslexia Friendly School is underway and will be completed ready for submission by the end of February 2017. It is envisaged that verification and accreditation will be completed by the end of 2017. This is more than a year later than originally planned and so every effort should be made to complete this work as soon as possible. The action plan for collecting evidence to support acknowledgement of a Dyslexia Friendly school has been developed and a whole staff audit was undertaken during the summer term 2015. Case studies have started and evidence to support these is being collected.</p> <p>Following a successful whole school INSET delivered by the Educational Psychologist, the school has established a working group to develop Growth Mindset strategies across school.</p> <p>The school, quite rightly, is clear that existing good practice is revisited regularly and where and when appropriate it is updated. A good example of this has produced the introduction of the computer reader pen which means that students who have reading difficulties such as dyslexia can independently take exams knowing that they can read and understand the questions. There are clearly many applications during lessons.</p>

## RR Flagship Review Report

---

	<p>To continue to work with 3 different local authorities to accept on role and provide inclusive support for CLA students. From September 2016 we will have 12 CLA students on role from 3 different authorities. The school is chosen because of its success rate in including CLA students and good practice is acknowledged. To support this we intend to identify an additional role in school for support staff to ensure that CLA students are fully included in all aspects of school life – extra curricular activities, residential visits, positions of responsibility in school, acknowledgements for achievement, support for primary transition etc.</p> <p>To continue to develop the pastoral system due to the schools increasing numbers. The plan is to increase the number of Progress Coordinators in order that the students access the support needed and opportunities are given for staff development as middle managers.</p>	<p>Due to the increasing popularity of the school and subsequent increase in admissions, the school is aware that it may stretch current capacity to the detriment of provision. The school has identified two key areas that are fundamental in providing exemplary, inclusive practice and have decided to increase capacity by creating new positions to be filled by internal appointments.</p> <p>The success of the school in providing a secure and welcoming environment for CLA has resulted in a significant increase in the number of CLA attending Walton le Dale. The school, quite rightly, has therefore appointed from within school a member of staff (LSA) to ensure that every effort is made to fully include CLA into the life of the school.</p> <p>Two new Progress Coordinators have been appointed to join the existing team of three. Previously there was a head of Year 7 who specialised in the providing pastoral support for this year group and the important transition from primary school. After year 7, students are then vertically grouped into four houses, red, yellow, indigo and blue. There were two Progress Coordinators who were responsible for 2 of the houses. The school has now appointed two more Progress Coordinators so that each house has its own Progress Coordinator.</p>
--	--	--

## RR Flagship Review Report

---

<p><b>2</b></p>	<p><b>Mechanisms to disseminate</b> and share good practice across schools. To continue to develop the links with partner special schools.</p> <p>To continue to audit provision for discreet groups of students in school, for example those identified as Pupil Premium and Pupil Premium Plus, those requiring educational, social and emotional support. Act upon any recommendations of the recent Pupil Premium whole school review.</p> <p>SENCO to continue to provide mentored support for newly qualified SENCOs both at Walton le Dale and in another local high school.</p>	<p>The French department have hosted a number of students from years 9-12 attending The Coppice Special School. Basic, conversational French has been taught each Wednesday afternoon for a 7 week block during the summer term. Aspects of French culture and cuisine have also been sampled.</p> <p>An opportunity to include Walton le Dale students in adding to this provision has been missed. The benefits to both groups of students would be significant in terms of building confidence, self-esteem and leadership skills for Walton le Dale students. The idiom that “when one teaches, two learn” could lead to improved gains in learning for Walton le Dale students. Future programmes might include Walton le Dale students acting as mentors/teaching assistants, an example that was discussed and could be readily accommodated would be the school’s sports leaders. There was some discussion about losing valuable curriculum time but it was agreed that this could be effectively managed.</p> <p>No differences in provision were found and therefore there are no recommendations specific to PP; however, it has highlighted the need to further investigate the effectiveness of liaison between class teacher and intervention tutor to ensure continuity for the students. There were other findings but they were largely whole school rather than specifically related to provision for Pupil Premium.</p> <p>It is a tribute to the expertise and experience of the school’s SENCo that she is actively engaged in mentoring staff at Walton le Dale and other schools. It is also another example of how the school actively seeks to pass on its expertise. This process of mentoring has been happening for a number of years and currently the SENCo is mentoring a Walton le Dale colleague who has the SENCo qualification and also a member of staff from Mount Carmel in Accrington who is currently pursuing the qualification.</p>
-----------------	---	--

## RR Flagship Review Report

<p>3</p>	<p><b>Classroom</b> activities that explores inclusive practice. To continue to develop the ethos of 'it's good to succeed' .</p> <p>To continue to ensure that all students have a full access to a relevant curriculum (formal and informal) with regard to subject options – students to continue to have an open choice. (Including off site provision where deemed appropriate)</p> <p>To promote the school year in June 2016 to enable the key stage 4 curriculum to be started and then in September continuation is smooth.</p>	<p>The school has wide range of rewards and celebrations and is constantly reviewing and developing them. They intend to continue to celebrate success weekly at school assemblies.</p> <p>The school has planned to offer more GCSE option courses at Key Stage 4 to prepare students fully for A' Level. It is further planned that students will be given one to one support from senior staff, including the Headteacher, to ensure that they have chosen a good relevant and appropriate choice of subjects to meet their needs and aspirations. In support of this, the school intends to continue reviewing and developing provision so that it includes meaningful intervention at both key stages throughout and after the academic day.</p> <p>Attainment and progress is predicted to rise further in the short and medium term supported by the ongoing commitment to developing learning and teaching in the school. It is entirely laudable that the Headteacher is concerned that all students have the best, most suitable curriculum that serves their needs. He is clear that external accountability measures, for example, Progress 8, will not dictate the provision but rather the needs and aspirations of the young people are considered paramount.</p> <p>This has been introduced this year will shortly take effect. We discussed the possibility of bringing forward the promotion of the academic year to the May half term which was seen as a distinct possibility for next year. It is a good device to ensure that 'dead time' particularly for students who have recently chosen their options for KS4 is removed and pace and progression is introduced in its place.</p>
----------	--	---

## RR Flagship Review Report

---

<b>4</b>	<p><b>Evaluative activities</b> to determine impact of initiatives.</p> <p>To review the progress of students attending the ‘Nurture Group’ and work with the educational psychologist to suggest further development which could be shared with other schools.</p>	<p>Having visited the nurture group during the morning of the review visit, it is clear to see that the provision is very well received by the young people and that there are very enthusiastic and caring staff who facilitate and support the group. Nevertheless, a thorough evaluation is important and the plan to include the Education Psychologist is an excellent idea. It is hoped that the evaluation will be conducted soon and the findings disseminated as suggested.</p> <p>In addition, it is planned to evaluate the basic skills course and in particular the use of MFL teachers who have supported literacy and the teaching of phonics.</p>
<b>5</b>	<p><b>Writing up</b> findings, publication opportunities, pieces for the IQM website to share with other schools sharing.</p> <p>Walton le Dale to identify good practice and upload information to IQM website each term.</p>	<p>There is, as one would expect from a Flagship school, much good practice that needs to be shared. It is hoped that this is written up soon.</p>
<b>6</b>	<p><b>Networking</b></p> <p>To continue to work with the wider professional community in order to share best practice locally, nationally and internationally.</p> <p>To continue to support Fair Trade, a group of students this year have supported Fair Trade week.</p>	<p>It is encouraging that the school is broadening its inclusive agenda and going global! There are plans to embark upon the International Schools Award which would be an excellent development. There are preparations in place to run a trip to China with Walton le Dale Primary.</p> <p>A one off event was held in the Fairtrade fortnight in April raising a net profit of £100. It is planned to hold similar events in the future. Some Fairtrade produce is now being sold in the school canteen. Additionally, the school has been invited to take part in the South Ribble Fairtrade event.</p>

### **Sources of data**

Meetings with a variety of staff responsible for Pupil Premium, Curriculum, links with Special School, CPD, Pastoral and Safeguarding, discussions with governors including the Chair. A tour of the school was conducted by 4 Y7 students and a visit to the Nurture Group was also included. Various documents were presented during discussions. Finally, meeting with the IQM Coordinator and Headteacher were arranged at the start and end of the day.

### **Recommendation**

Having discussed and agreed the targets cited above, I am of the opinion that the school should be re-awarded Flagship status. The standard of outstanding educational practice seen at Walton le Dale High School does, in my judgement, warrant the school retaining IQM Flagship Status for the coming year.

### **Further Developments agreed after discussion**

Future programmes with The Coppice might include Walton le Dale students acting as mentors/teaching assistants, an example that was discussed and could be readily accommodated would be the school's sports leaders. There was some discussion about losing valuable curriculum time but it was agreed that this could be effectively managed.

Completion of the Dyslexia Friendly School application needs to be achieved during 2017 if not earlier.