

Inclusion Report for Governors - June 2016

I would like to start my report by thanking both staff and pupils for their welcome. I realise it can be quite daunting when I appear with my clipboard. It is important to stress at the outset that my visit took place during an ordinary school day, when SATs and other activities were also happening.

At the end of my 2015 visit I suggested three areas for development:

1. The incorporation of the new SEND COP within current school practice.
2. The further development of the supervision and monitoring of the Support Team.
3. Enhancing the effectiveness of the Inclusion Team in the light of new staff appointments.

My 2016 visit has focused on the action taken by the school in these areas.

In order to judge school improvement in these areas my visit consisted of:

- Attending the Inclusion Meeting;
- Observing all classes from Nursery to Year 6;
- Completing a learning walk;
- Observing play during two break times;
- Observations of paired work supported by a Teaching Assistant;
- Sitting in on a withdrawal group supported by a Teaching Assistant;
- Observations of the interaction of Teachers and Teaching Assistants within classes;
- Discussion with the Reading Support Teacher

I finished my visit with a meeting with the Deputy Head to discuss my observations and to finalise overall judgements.

Achievement of all pupils:

During my visit I saw that the majority of pupils were engaged in learning, with a clear drive by all professionals to ensure that pupils make good or better progress. The pupils I spoke to were very clear in their self-assessment and could tell me about their progress and where they needed to improve. They spoke confidently about their learning and acknowledged that the level of support offered made a significant contribution towards their progress. The pupils expressed that one of the things they liked most about the school was the quality of teaching input.

In my observations across the school I saw pupils engaged purposefully in their learning activities. Teaching Assistants were used effectively and this had a positive impact on pupil achievement. This was evidenced through:

- Well planned intervention work;
- Facilitating talk;
- Focussing on learning not behaviour (i.e. the group supported was of a size where in depth and high quality support was offered, rather than time managing the behaviour and organisation of an over large group);
- Inclusion not necessarily meaning withdrawal from the class;
- Best practice focussing on understanding, rather than outcomes
- Constructive intervention on low level behaviour.

At the Inclusion Meeting I attended there was a helpful explanation of how pupil progress was monitored and used to inform ongoing practice. The figures discussed showed that the gaps in the rates of progress between SEND and non-SEND pupils are variable, however these gaps are being addressed and are closing.

The Team discussed the impact of the schools support and activities to promote transition, particularly developing confidence in the move to KS3. It is clear that the current Year 6 is transferring to a wide variety of schools and it is therefore impossible to facilitate individual transition meetings within school. The Learning Mentor/Pastoral Lead and Year 6 teachers ensure that all transition enquiries are responded to swiftly and, telephone conversations and in depth discussions take place where pupils are identified as vulnerable and SEND. I was impressed to note that the Learning Mentor contacts schools in Term 1 to check on our pupils and has, on occasions, visited pupils experiencing difficulties in Year 7. I judge this as best practice.

It is clear that the Inclusion Team track and monitor the progress of vulnerable and SEND pupils carefully and to good effect.

Quality of teaching: All observed lessons revealed a high level of engagement from almost all students. The deployment of adults had been carefully planned to maximise effectiveness, providing targeted support to ensure that the majority of lessons were good or better.

Teachers have very high expectations of all pupils and vulnerable groups make very good progress. Teachers are well prepared with good subject knowledge, employing a wide range of teaching methods and strategies and assessment is well used to identify next steps or to reshape tasks. During my visit pupils in Year 3, 4 and 5 were engaged in a range of assessment tasks which they handled confidently with appropriate support and encouragement from the adults. Support staff worked with small groups which had clearly been carefully targeted.

It is important to emphasise the very nature of the teacher and teacher assistant partnership working at St. Luke's. This is reflected in the judicious use of assembly time, teacher -led classroom planning and activities, with a

clarity of roles and responsibilities. I am assured that the procedures for both supervision and appraisal are consistent with this approach.

The learning environment, including shared areas and corridors, presents an overview of exciting, challenging and stimulating learning and clearly celebrates success and the school's approach to creativity and cross curricular links. It also demonstrates the school's commitment to the value of language development, showcasing the pupils' use of technical language as well as their general vocabulary. The shared areas are designed and used in an effective way conducive to inclusive practice. It was noted that the pupils are currently using rather a lot of National Curriculum 'jargon'. I was especially impressed by the high quality of corridor displays both as a conduit for the celebration of pupils' work and as a visible sign of the schools' commitment to inclusivity.

Throughout the visit I was impressed by the verbal interaction between adults and pupils in both formal and informal settings. I was concerned that I heard the use of colloquial language and some poor diction however, which may impair pupils' language development. In my discussion with the Deputy Head on this matter I was informed that the English Leader had provided training and support in the past and that there had been some improvement in practice, although there continued to be a number of staff who struggle to model appropriate language to pupils consistently. It is clear that, as governors, we must continue to support the school in this crucial area. It is no longer acceptable to expose our pupils' to incorrect diction, grammar, and dialect or colloquial language during their time at St. Luke's.

I saw evidence of how the school is developing oracy and formal spoken language. In KS1 in particular staff were carefully deployed, together with outside support, to promote language through play, drama, and discussion.

The whole school have also completed a piece of Action Research on Oracy, and it will be a salient feature of inclusive practice in terms of developing the pupils' ability to express themselves fluently and grammatically in speech.

The quality of learning for pupils with SEND and their progress.

The quality of learning and progress of pupils with Special Educational Needs and or disabilities is very good.

- The progress of pupils with special educational needs and/or disabilities has improved over the last five years. In 2015 the KS1 average APS for FSM was 17.8 as compared to a national average of 14.8. This figure was reflected in KS2 where the APS for FSM pupils was 28.9 to 27.2 respectively.
- Pupils show an eager willingness to do well and to be active members of the school community. This is supported by effective intervention and support for pupils. All pupils are encouraged to participate within the

- school. They benefit from extra support in class and targeted Out of School Hours Learning along with ESS provision (e.g. Breakfast Club).
- Most SEND pupils demonstrate a very high level of concentration and on-task behaviour.
 - A number of Yr6 girls commented positively on the quality of teaching and their enjoyment of OSHL.
 - SEND pupils in KS1 have an APS of 15.2, compared to a National APS of 12.5. In KS2 these figures are 26.5 and 25.0 respectively

Behaviour and safety of pupils

During my visit most pupils were on task and engaged. All professionals were managing behaviour effectively, employing a variety of strategies.

Both within lesson time and playtimes the school's outside learning environment was widely employed by all pupils. I saw no evidence of any inappropriate behaviour or isolated pupils. The Support Assistants were well deployed in both engaging and supervising activities as well as developing social skills (e.g. eating fruit as a group).

Once again there have been very few complaints about racism or bullying since my last report and any minor concerns that do arise are dealt with quickly and effectively by teachers and support staff. It is especially commendable that no exclusions have taken place since my last review.

The school provides a very wide range of activities to develop social skills and this is particularly true within OSHL provision which leads to pupils developing skills in advance of their own age range. Throughout my visit I was impressed by the children's good character, their self-control, resilience and sense of responsibility to others both locally and internationally.

Leadership and management

In speaking with the Deputy Head I was assured that her participation in the National Award for SEN Co-ordination is proving to be very beneficial. It is giving her a clearer picture of SEND legislation and practice and helping her to consider the structure of future SEND provision. It is important that both legally and with value-for-money interventions and training, the high quality of the SEND provision is maintained.

I noted that some structures were already in place to facilitate the day to day running of SEND provision within school. Teaching and learning is monitored regularly to ensure that it is both of a high quality and inclusive. Teachers are expected to set SMART targets for the SEND pupils in their classes and SEND pupils' progress is checked regularly to ensure that, as far as possible, their levels of progress relative to their starting points reflect those of their non-

SEND peers. The new Inclusion Team is also beginning to function as a more cohesive unit.

A number of concerns were raised during the Inclusion Team meeting which included the need for:

- The development of more evidence based interventions in order to provide a clearer picture of progress for SEND pupils;
- More systematic involvement of both pupils and parents in the review process;
- Ensuring that the focus of SEND interventions is on the development of independence and learning as opposed to task completion;
- Greater levels of partnership between the school and external support agencies, for example, the Educational Psychologist.

I noted that the school is now making use of the Early Help Framework piloted by the Local Authority last year

I interviewed the Reading Support Teacher and was pleased with the progress being made by the pupils in targeted groups and with the judicious use of his time by class teachers.

At the end of last year I was reassured that the school had a clear succession plan in place to deal with the loss of staff from the inclusion team. This included overall management and safeguarding responsibilities together with the need for the dissemination of knowledge and good practice. This succession plan is now being implemented, with, as stated above, the new Inclusion Team Leader currently accessing specific training through The University of East London in order for her to develop a greater awareness of the revised SEND guidance.

Budget 2015-16

Governors recognise that the school budget is largely determined by pupil numbers and that the 2015 - 16 total funding is based on:

Nursery	46 part-time	£92,032
Primary	211 places	£756,602

In addition the school received additional income and grants that support inclusion:

Deprivation	£2,015,789
SEND	£ 104,840

The school has one pupil who is currently entitled to Exceptional Needs Funding at the lowest level.

Governors agreed the 2015-16 employee budget based on the following principles:

- All teaching staff in September will be permanent;
- There will be no more than 30 pupils in each class;
- There will be no mixed age classes;
- Sufficient staff will be employed to achieve the schools objectives;
- We will ensure support for SEND and vulnerable pupils through the employment of a Support Assistant in each class, a full time Reading Support Teacher working with Y1, 2 and 3, two additional SEND LSA working in KS1 and KS2 with a full time Pastoral Lead (Learning Mentor). We have sufficient capacity and support for all mid-phase admissions;
- We will continue to implement the principles of staff well-being;
- PPA and Leadership and Management cover will be provided by experienced permanent staff for most sessions;
- The school site will be open from 6.30am until 6pm
- Financial responsibilities will be shared by the Administrative Manager and part time Bursar.
- We will have adequate mid-day supervision to ensure pupil safety at lunchtime and promote positive playtimes.
- We will continue to employ an additional MDA to facilitate daily Reading Gym in Year 1.

What does overall data show about school characteristics? Some reminders from 2015 RAISE online data:

34.5% of pupils are eligible for FSM compared to 26.0% nationally;
98.3% of pupils from minority ethnic groups compared to 30.7% nationally;
33.0% of pupils' first language not English compared to 19.5%;
10.3% of pupils supported at school action compared to 13.0% nationally.
0.8% of pupils supported by school action plus or with a statement of SEN compared to 1.4% nationally;
The school deprivation indicator of 0.58 is higher than the national figure of 0.24.

The Strategic School Improvement Plan determines all budget decisions.

Identification of SEND and vulnerability

The use of the SEND Key for Identification continues to ensure objective and accurate judgments are made and monitored by The Inclusion Team.

The Inclusion Team have continued to carefully monitor the attainment, attendance, behaviour and overall achievement of its SEND pupils.

Overall findings

I found some work had been completed to address the concerns raised in my previous report:

1. The incorporation of the new SEND COP within current school practice.
2. The further development of the supervision and monitoring of the Support Team.
3. Enhance the effectiveness of the Inclusion Team in the light of new Staff appointments.

It is clear that further training on SEND is required especially with newly appointed staff which was acknowledged at the Inclusion Team Meeting I attended. The New Inclusion Team Leader will need to continue to support and develop Support Staff especially in the areas identified earlier in this report. The Head and Deputy Heads will need to work closely in order to induct new staff and develop skills and knowledge to build on the current success of the Inclusion Team and address the weaknesses already identified from school monitoring.

I suggest I focus on the following areas in my 2017 focus visit:

1. To assess and build on the Leadership (direction/implementation of strategy) of the Inclusion team:
2. To examine the consistency of practice of the use of Standard English amongst the Support Staff
3. To ensure the effective use of external agencies in ensuring the robust outcomes for the pupils
4. To improve the quality of communication with parents to ensure that they fully understand the purpose and nature of the support that the school can either provide or offer.

Cllr. N. Wilson (26.4.16)

Final Report for submission to Governing Body dated 16.05.16