



Inclusion Quality Mark (UK) Ltd

20th October 2014

Mrs Linda Hardman
Head teacher
Bishop Wood CE Junior School
Frogmore Street
Tring
Hertfordshire
HP23 5AU

Assessment Date: 14th October 2014

Summary

Bishop Wood CE Junior School is two form entry school accommodated in a single storey building. The Bishop Wood values set out the expectation that all should be, “happy, dedicated, supportive, open, worshipful, orderly, inclusive, optimistic, patient and busy” have successfully developed a positive, supportive and caring learning community. The ethos of the school ensures that all children and their families experience the warmth of care provided and there is a strong commitment to ensuring that every effort is made to support and nurture those with difficulties and those in challenging circumstances. During the assessment it was reported repeatedly from staff and parents that Bishop Wood never gives up on a child. This supportive approach extends to the whole school community and all are valued, respected and included in everything. The population of the school is mainly made up of pupils from White British backgrounds whose first language is English, but developing links with a school in Gambia are designed to ensure that pupils develop an understanding of those from different ethnic backgrounds and that they understand their place in the local community and in the world.

The classrooms are bright and are extremely well resourced. Displays focus on learning and represent the wide range of activities and events provided. They demonstrate that pupils’ efforts are valued and celebrated and emphasise the expectations of pupils. For example the “Learning Powers” of independence, determination, curiosity and communication are displayed as well as the total house points awarded for the sports days. Spaces have been carefully created to provide for the intervention and enrichment activities. There are extensive outdoor areas which provide attractive and interesting areas for recreation and learning.

Learning activities are engaging for all pupils and are carefully designed to meet the needs of individuals and groups. The 2012 Ofsted report concluded that Bishop Wood CE Junior is a good school where attainment is above average. Pupils make good progress and the current evidence shows that through increasingly rigorous monitoring of attainment and provision of learning opportunities the school ensures that all children are supported to reach their full potential. Pupils make good progress at the school because the highly skilled staff team are dedicated to ensuring that high expectations, effective teaching and extensive support and intervention enable all to achieve to the best of their ability. Effective organisation supports

and celebrates purposeful learning. Pupils know what is expected of them and they are able to identify what they need to do to make progress. Children are enthusiastic learners and embrace the challenges presented to them. A good understanding of the needs of learners ensures that systems are in place to ensure that children are ready to learn. There is early identification of concerns and timely interventions are provided.

The curriculum provides a wide range of engaging learning experiences both inside and outside of the classroom. Pupils are motivated by the activities offered to them. Pupils speak enthusiastically about their school and they feel that they are effectively supported to learn. They have opportunities to participate in a range of out of hours and in school activities. There are numerous clubs and competitions which are engaging and help children to develop personal and physical attributes.

Bishop Wood demonstrates inclusive values and pupils are supported to develop appropriate behaviour, care and respect for others. Excellent relationships between adults and children reflect the school's values. Children are cared for and feel safe and they report that they are listened to and that they are helped to learn and succeed. Enormous effort is made to thoroughly understand the needs, abilities and talents of everyone so that they are able to fully engage in school life.

There is outstanding leadership by the Head teacher and senior leaders. All staff are prepared for their leadership roles and this ensures that the school is a successful organisation where members of the staff team can succeed and develop professionally. Careful monitoring of provision and extensive development of good practice enhances the school's effectiveness. The school has taken many opportunities to seek external evaluation and accreditation of their work. For example, they were one of the first schools in the country to receive the Science Quality Mark.

The leadership team and all staff are fully committed to maintaining and developing the inclusive nature of the school. Excellent working relationships with representatives from outside agencies ensure that children and families are well supported. The Head teacher has built a highly effective team committed to ensuring that all in the school's community are included in opportunities to contribute, learn and develop. The Governing Body is actively involved in ensuring that the school's inclusive nature is maintained. They contribute to and monitor all aspects of the school's endeavours.

Good levels of progress demonstrate that the school effectively supports pupils to achieve. The Inco works tirelessly to ensure that inclusive practices are embedded in everyday classroom teaching strategies. The highly effective leadership of inclusion in the school results in successful outcomes for all pupils. Review meetings consider the outcomes of regular assessments to focus on the development and needs of all learners and to ensure that resources are deployed appropriately and effectively. The effective work of support staff in providing interventions makes an outstanding contribution to the progress made by pupils. Achievements and strengths of all members of the school community are valued and celebrated through awards and positive reinforcement. Regular assemblies celebrate effort and success in learning.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Linda Carr

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Name of School:	Bishop Wood CE Junior School
Head teacher:	Linda Hardman
Date of assessment:	14 th October 2014
Final assessor:	Linda Carr
Successful:	Yes

Context of the School and Sources of Data

Bishop Wood CE Junior School is situated in a relatively affluent area of Hertfordshire. The school is oversubscribed and has two forms of entry. There are currently 240 pupils on roll. The percentage of pupils eligible for free school meals is well below the national average. The number of pupils identified as having a special educational need is broadly average for the size of school.

- IQM Portfolio of Evidence.
- Ofsted Inspection Report (3-4th July 2012).
- A range of school's policies.
- Interview with head teacher.
- Interview with the chair of governors.
- Interviews with senior staff and support staff.
- Interviews with outside agency workers.
- Meeting with pupils.
- Meeting with parents and carers.
- Tour of the School.
- Observations of classroom activities, playground activities and lunchtime arrangements.
- The school development plan.
- Observations in classrooms.

Portfolio and Other Supporting Evidence

The IQM assessment framework Tracking Document was developed with the contributions of all stakeholders. It offers comprehensive evidence to support the view that this is an inclusive school. Evidence clearly refers to a wide range of documentation and activities presenting an accurate self-assessment of the school's policies, awareness and practice. The range of supporting evidence scrutinised and the meetings held is documented above in the 'Sources of Data' section of this report.

Element 1 – Learner Progress

The school monitors provision and outcomes closely to ensure that all pupils make good progress during their time at Bishop Wood. Rigorous tracking of progress is undertaken for all pupils using extensive assessment information. Good planning of next steps ensures that all are supported to achieve. It is evident that the pupils with learning difficulties and disabilities progress very well because of the outstanding provision made for them. Provision maps demonstrate how the issues and circumstances which contribute to pupils' learning are considered to plan and monitor appropriate provision. Carefully designed written and verbal feedback is provided to pupils to ensure that they know how to move forward in their learning. Pupils understand what they are doing well and what they need to do to develop. The leadership and inclusion team monitor levels of attainment. Targeted support including class based intervention, group support and one to one teaching are used very effectively to ensure maximum impact. Monitoring exercises ensure that expectations and assessments are consistent and support staff are effectively utilised and this ensures that provision is consistent and appropriate.

Strengths:-

- Highly effective monitoring and tracking of progress for all children and specific groups of learners ensures that good progress is made by all children.
- Class assessment folders contain detailed information and they are accessible to all staff. The individual records include notes from parental consultation meetings.
- Planning is detailed and is differentiated to ensure that the needs of all learners are considered.
- The progress of those who are deemed to be vulnerable and those who are causing concern is closely monitored.
- Children understand what they need to do in order to make progress. Clear objectives ensure that all understand the intended outcome of the activities and tasks they undertake.
- A wide range of strategies and interventions are implemented to support the raising of attainment.
- All adults have extremely high aspirations for children. The targets and aims are communicated effectively to pupils and parents.
- There is excellent provision for all children including those who are considered to be more able and those with Special Educational Needs. The Inco works extremely effectively to acquire and allocate appropriate support.
- Pupils are offered a wide range of opportunities such as outings and special events where they can develop their abilities. These include trips to local resources and visitors to the school.

- Early intervention ensures that barriers to learning are addressed quickly so that pupils experience success.
- Pupils receive a range of awards in class and during assemblies to celebrate their achievements.

Areas for development:-

- There are plans to further consider the progress of vulnerable children.
- Staff are considering ways of ensuring consistency in assessment processes in light of the loss of National levels.
- There are plans to consolidate the Year three baseline assessments to ensure rigour.
- Improved identification and tracking systems for in-year admissions are to be implemented.
- The school continues to develop provision for more able pupils to enable them to achieve Level 6 outcomes.
- Case studies are to be further developed to showcase intervention and progress.

Element 2 – Learner Attitude, Values & Personal Development

Clear values are evident in the day to day interactions of all in the school community. Pupils understand and are committed to the ethos of the school. The relationships between pupils and between adults and pupils are respectful and supportive. Children speak enthusiastically about their learning and are happy during their time in school. They know what is expected of them and there are clear expectations of behaviour. Behaviour in the playground and around the school is outstanding. Children are treated fairly and are supported to develop appropriate personal attributes. The Learning Powers approach ensures that children understand the need to develop their independence, determination, curiosity and communication skills in order to succeed. There is a purposeful working atmosphere throughout the school. Pupils listen to adults and to each other. Children are empowered to seek help from one another to improve their learning. Older pupils take on the role of Playground Pals to support others in the playground and members of the school council successfully represent the views of pupils. A carefully planned, dynamic curriculum includes events and activities which learners enjoy and which help them to develop their personal qualities.

Strengths:-

- The pupils who led the tour of the school demonstrated the excellent attitudes and behaviours seen in the majority of children at Bishop Wood. They were extremely welcoming and they presented the extensive range of information very effectively.
- Clear and relevant policies designed to ensure that attention is paid to personal development are implemented through day to day practice.
- Spirituality and Christian values are key aspects of school life and the worship and prayer activities ensure that pupils develop this effectively.
- The school celebrates the achievements of pupils. Awards are presented in assembly and in class. Learners are involved in assessment activities for their own achievements and those of their peers.
- The curriculum days where mixed ages work together enable children to develop new relationships and to support and collaborate with each other.
- “Fun, fit and fruity” week is extremely popular with children and the activities help them to learn how to develop a healthy lifestyle.
- The house system ensures that pupils learn how to work together collaboratively and supportively to achieve a common goal.
- Pupils responded positively to questions about how their needs are considered and how behaviour issues are managed. They understand the “Three Point Rule” of assertive behaviour and use the strategy to resolve any conflict.
- Some Year 6 children mentor younger pupils.

- Pupils feel that they are treated fairly and they are given a range of responsibilities which enable them to develop positive attitudes.
- All in the community of the school undertake and participate enthusiastically in a range of charitable activities locally and nationally.
- A range of clubs is available to the children to encourage them to feel confident and to develop their abilities and social skills. Attendance is monitored and provision is made for those who have not taken up any of the offered activities.
- School council members take their role very seriously. They consult with their classmates in order to raise key issues during their meetings.
- Robust systems for induction ensure that pupils settle well into the school. There are opportunities for children and parents to visit the school and to share information prior to admission.
- Good systems are in place to support the transfer of pupils to secondary school.
- The school has worked extremely well with the carer of a child looked after to ensure that she is able to fully participate in all activities and events as well as having all her needs covered.
- The Inclusion working party ensures that pupil voice is key in discussions and decision making.

Areas for development:-

- A whole school approach to building confidence and improving social skills is to be developed further.

Element 3 - Leadership & Management

All staff understand their leadership role and it is evident that they are an extremely dedicated team of staff who work well together to maintain a harmonious and well managed community. A focus on learning ensures that the whole school community is working together to bring about improvements. The Head teacher, who is an accredited Local Leader of Education, along with members of the senior leadership team, support other staff in Bishop Wood and other local schools. The head teacher is passionate about implementing improvements to ensure that children are offered the very best opportunities to succeed. The skills and talents of all are recognised, valued and fully utilised. Staff feel that all work together as an effective team and they report that they receive excellent support from their colleagues. They feel comfortable in asking for information or assistance. Regular whole school and individual staff training opportunities are designed to meet the needs of all in the staff team.

Strengths:-

- The school development plan is produced following extensive consultation. The senior leadership team regularly review progress and link governors monitor its implementation.
- Senior staff are committed to ensuring that inclusion of all groups and individuals underpins everything that they do. They attend Governing Body meetings where they present reports and provide the required information.
- Policies to support inclusive practice are clearly presented, regularly reviewed and understood by all. Governors are fully involved in the cycle of reviewing and updating these policies. The school has ensured that all the requirements of the revised SEND code of Practice are in place.
- Rigorous monitoring of all aspects of the school's provision reflect the aspirations of excellence and continuous improvement.
- Teaching and learning are carefully monitored as part of maintaining the effectiveness and appropriateness of provision.
- The Inco leads a highly effective team who ensure that the needs of children are met.
- The firm commitment to ensuring that all pupils feel included and are able to access all aspects of the curriculum results in all children being enthusiastic and motivated learners.
- Staff are well informed of school expectations and there is a range of staff meetings designed to ensure that all receive the information required to enable them to be fully included in all aspects of school life.
- All staff feel that they are fully supported in developing their effectiveness and in planning their future professional development.

- Those who volunteer in school receive an annual refresher course to ensure that they understand their role and can implement school policies.

Areas for development:-

- There are no significant areas for development.

Element 4 - Staffing System & Organisation

Effective deployment of key staff and collaborative working has supported the development of the school. The newly appointed family liaison worker is designed to ensure that there is good support for vulnerable families. Good organisation and sustainable systems of staffing are contributing to the school's success. Appropriate procedures and processes support the smooth running of the school and ensure that effective provision is made for all pupils. All understand their roles and responsibilities and the roles and responsibilities of others. Staff members say that they are treated respectfully and that they are given appropriate responsibility and support. Staff meetings and working parties are effective in developing key areas of development. Everyone is kept informed and has opportunities to share information. Rigorous performance management is in place and is used appropriately to support individuals. The school ensures that their needs are met. Regular training and development opportunities are offered to all staff according to their identified learning and professional needs.

Strengths:-

- Leaders ensure that staff are offered good support and are made to feel valued members of the team.
- The school supports the development of staff and all have access to a wide range of development opportunities.
- All staff have been involved in redesigning the curriculum in light of the new requirements. They have also been fully involved in the successful achievement of a range of awards such as International Schools and the RE Quality Mark.
- Staff recruitment procedures, ensure safe and fair recruitment.
- Less experienced feel supported and say that they are helped to develop their skills and knowledge. They report that they are kept well informed.
- Expert and enthusiastic support staff are effectively deployed to support children with Special Educational Needs as well as other groups of children who may need intervention strategies.
- The organisation and staffing of the school ensures that sufficient attention is given to the support of pupil progress. There is representation from all groups on the Inclusion Working Party.
- Regular lesson observations and monitoring of the learning environment ensure that a range of learning styles are considered and supported.
- Learning walks and observation of interventions effectively ensure that children with identified needs receive outstanding provision.

Areas for development:-

- A newly appointed family liaison worker is to join the staff team.

Element 5 - The Learning Environment

The school environment is attractive and provides a welcoming and dynamic place to learn. An attractive well-maintained learning environment has been created where the ethos of the school, expectations of behaviour and conduct and a celebration of individuals' and group success is clearly displayed. The outdoor space provides extensive learning and recreational opportunities. Indoor classrooms are well organised and well-resourced to support effective learning. There is a willow arch and a wildlife area. The reception area is extremely welcoming and has attractive displays. Appropriate spaces for groups and activities have been created. There is a music room and a library. The children take good care of their school and keep it in good condition.

Strengths:-

- The school provides an environment which is designed to support learning and the personal development of pupils.
- Colourful and informative learning displays are mounted in classrooms. The displays are designed to motivate learners and to celebrate their achievements and personal qualities. For example in one classroom there was a display which represented each child's special ability.
- There is evidence that the whole community is involved in school life. One example is the hanging in the hall which was made by a group of parents.
- The environment has been developed with consideration of the needs of the pupils. Each classroom is well resourced and there is evidence of special resources being provided in some classrooms to address the needs of identified pupils.
- The library area is extremely attractive and there is a wide range of high quality books available for children to borrow.
- The school has two spacious fields and the outdoor areas have been developed to offer play equipment, shelters and learning areas.
- Access ramps and a disabled toilet are provided.

Areas for development:-

- The school should consider monitoring the representation of diversity in displays and resources.

Element 6 - Teaching & Learning

A firm commitment to raising standards and to developing expertise has successfully ensured that children are supported to become confident and enthusiastic learners. Excellent learning behaviours were observed in every classroom. A rich and creative curriculum has been developed. Pupils are motivated and diligent and they understand what they need to do to succeed. Pupils know their targets and teachers provide honest, constructive and supportive feedback to children. Effective teaching results in the children making very good progress. Teaching assistants provide excellent support to help children become effective learners. Children are very positive about their learning and say that they enjoy school and they are supported by the adults there. Trips and visits enrich the curriculum.

Strengths:-

- Planning and curriculum documents show that careful consideration is given to meeting the needs of all learners.
- Children know what is expected of them, and they can explain what they are learning and what they need to do to improve.
- A good level of support is offered to ensure that children are helped to reach their potential. Teaching assistants work in partnership with teachers and the inclusion manager to ensure that children are able to progress.
- A thorough analysis of learning needs is undertaken and a range of in class practices and strategies are implemented to address those needs as well as a range of intervention programmes being provided.
- Mixed ability seating and setting arrangements are used thoughtfully to ensure that children are motivated to learn successfully.
- Talk for Writing is used effectively. Pupils are encouraged to use assessment for learning techniques such as assessing each other's work to support their own and their peers' learning.
- Children access computers and laptops in the classroom to support their learning.
- A range of trips is offered to build confidence and to support learning. Pupils enjoy residential trips to Cuffley Camp and Norfolk.
- Special events such as Science week support learners' motivation and broaden their opportunities to develop skills and develop their understanding of the outside world.
- Home learning activities are carefully planned and effectively monitored.
- Provision for more able pupils is included in the provision map.

Areas for development:-

- The new curriculum is to be embedded.
- Further consideration is to be given to effective questioning in lessons and how all children can be enabled to make responses.

Element 7 – Resources & ICT

The school is very well resourced. Creative and good use is made of resources. As a result there is good provision for learners. Laptops are available to all pupils in their classrooms to support learning. Appropriate software is available to teachers and pupils. High quality teaching and learning materials are provided and are accessible to children and are utilised effectively. There are interactive whiteboards and visualisers in every classroom.

Strengths:-

- The provision of resources throughout the school is good and staff make good flexible use of these resources to meet the needs of individual learners.
- Curriculum planning is used to identify resource requirements.
- Creative use of staff ensures that children enjoy a wide range of activities.
- Cameras are available to enable pupils to record their learning and achievements.
- Laptops are available to pupils in classrooms.
- Software such as “mymaths” and “Bug Books” is used effectively.
- The well-developed website offers extensive information and celebrates the achievements of all.
- An extensive range of books is available in the school.
- Special equipment such as ear defenders, writing slopes and ergonomic writing implements are available for those who need them.

Areas for development:-

- The school is to investigate the potential impact of using more technological devices to support learning.

Element 8 - Parents & Carers

The school strives to ensure that they support parents and carers in supporting their children's progress. Parents are delighted that their children attend Bishop Wood and they feel that they are an integral part of the school's community. Parents and carers receive regular informative newsletters. Workshops are provided for parents and carers to outline how the curriculum is taught at school. The parents of children with special educational needs report that they feel they and their children are extremely well supported. Regular opportunities to attend and be involved in events such as assemblies and concerts are provided.

Strengths:-

- The school has an open, welcoming ethos and has succeeded in making parents feel welcome and comfortable to speak to school staff.
- The school has an open door policy and staff are approachable to parents and children.
- Parents feel that they are welcomed into school when their children first start and report that they are invited to workshops to help them understand how best to support their children's learning.
- There are regular coffee mornings and parents are encouraged to help on trips and when pupils go swimming.
- They appreciate the information shared in the home/school link books.
- There are very good opportunities provided for parents to be informed of their children's progress and to discuss their needs. They feel that their children are valued and included in all aspects of school life.
- Parents are invited to a range of events and activities and they feel that there are many opportunities for them to become involved in the life of the school. There is parent representation on the school Inclusion Working Party.
- The "Buddies" is a parents' organisation which raises money through a range of events to support the school. They provided the funding for the outdoor equipment.
- A regular questionnaire is sent to parents and the outcomes are carefully considered and action is taken where appropriate. The vast majority of responses to the questionnaires is positive.

Areas for development:-

- A review of the website is to be undertaken with a view to developing further opportunities to showcase pupils' work.

Element 9 - Governors, External Partners & Local Authority

Governors are fully involved in the life of the school. They make significant and valuable contributions to identifying areas for development and rigorously monitor the progress of any developments. The Governing Body ensures that the nature of the school is that of being an inclusive place for children, their families and for staff. They understand their responsibilities well and have been fully involved in writing development plans and developing policies. The school works in partnership with a range of support services and external agencies such as the Educational Psychology service and the Speech Therapist.

Strengths:-

- The Governing Body has a very clear understanding of the school's vision and values and works consistently to support and develop the strong inclusive ethos.
- Governors feel that they are very well informed and they are involved in activities and events. They make regular visits to the school to monitor provision.
- Inclusion and SEND feature on the Governing Body meeting agendas and the TLC group consider the achievement of vulnerable groups.
- The SEN Governor attends inclusion working party meetings.
- The school works with multi-disciplinary agencies to ensure that effective support is provided for children and families. External agencies report that they are welcomed into the school and that they are well supported to carry out their work effectively.
- The Hertfordshire improvement partner monitors the work of the school and gives useful feedback which is acted upon.
- Staff access development opportunities provided by Hertfordshire.
- Good transition arrangements are in place for all children on entry and when they transfer to Secondary school.
- A Sports' apprentice who uses a wheelchair works very effectively with pupils during school hours and after school.
- Support is offered to other schools by the head teacher who is a local leader of education and by the school's lead maths and English teachers. Year 6 teachers moderate SATS for the County.
- Bishop Wood works with the local Children's Centre and liaises with their family liaison worker.
- A chorister from St Alban's cathedral has worked with Years 3 and 4 and they went to sing at the cathedral.

Areas for development:-

- The Governing Body is to consider ways of monitoring “soft” data such as the use and efficacy of pupil rewards.

Element 10 - The Community

There are very close and strong links with the local church and with the vicar. The school has developed links with community groups and organisations. Pupils visit local places of worship and religious leaders are invited into the school. Links are being developed with a school in Gambia and Bishop Wood is working towards the International Schools award.

Strengths:-

- Sports' leaders and a Sports' apprentice provide extra-curricular sporting clubs and activities. Pupils are offered activities such as Tae Kwando, dance and music clubs.
- There are many events in the school and church calendar where links have been established.
- Local links have been established. For example magistrates came to the school to discuss their roles with the children.
- Many parents and community members contribute to "Fun, fit and fruity" week.
- Children regularly visit local resources such as local churches and library.
- Pupils participate in the "Tring Together" carnival.
- The school choir regularly visits a local home for the elderly. They also sang at the O2.
- Veterans from world war two came to speak to children and the WW1 music and coffee afternoon was attended by grandparents and residents of the local care homes.
- Children have participated in charity collections and events such as Red Nose day and Lenten Bazaar.

Areas for development:-

- The school should endeavour to develop links with schools overseas with a focus on communities with a similar economic profile to their own community.