

1st May 2018



Mr Kevan Naughton
Headteacher
The Valley Community Primary School
Hibbert Street
Bolton
BL1 8JG

Centre of Excellence Review Date: 18th April 2018

Summary

The Valley Community Primary School is a large two form entry school in a mainly urban area of Bolton. The pupils are mainly EAL learners and arrive at the school often well below age related expected standard and the school therefore must provide a very strong profile of experiential learning opportunities for all pupils alongside a rich and full curriculum. They manage this superbly, a fact that I can attest to from the evidence of the rigorous review. The Valley Community School was deemed Outstanding in 2008 by Ofsted and has had a consistently strong academic record since, with the school regularly appearing in The Guardian top 500 schools and 'Good Schools Guide' and is a designated National Support School. They hold recognised curriculum-based awards in most curriculum subjects often at the highest level and they are active members of most of the foundation subject organisations. Since 2016 the school has supported, via training and mentoring other curriculum leads and offers onsite visits, mentoring, guidance and support. The school's curriculum vehicle is The International Primary Curriculum, that seeks to give pupils a more global view of the world in its teaching, but this is closely matched with in house exemplification, assessment materials and a subsidy curriculum to meet all the needs of the National Curriculum. The Curriculum Coordinator has visited Amsterdam as part of an IPC conference looking at the sharing of good practice and as part of the conference visited two Dutch Primary schools. This will continue to be a focus across the school for each subject coordinator and continue to engage in links with schools in other countries, raising pupil's aspirations and inspiring them to be the best they can be, as globally thinking and aware pupils.

Their consistently strong academic record in KS1 and KS2, is due to highly effective learning practices over time, high expectations, robust tracking and intervention strategies and excellent partnerships with parents. Highly effective teaching over time at all key stages ensures that all pupils have the high levels of literacy and a love of reading, that they can achieve. It was clear to see the efforts put into reading by the school during the review and to see evidence of their love of reading. Pupils follow a carefully planned curriculum that meets all statutory requirements and clearly outlines skills and expectations for each phase of learning. Middle leaders manage foundation subjects very effectively.

AWARD OFFICES

Inclusion Quality Mark Award
Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

CONTACT

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

The Valley Community School is an outstanding school as evidenced by their mission statement, ***'Together we're better'***. Everyone involved with the school including pupils and parents pull together to realise the schools vision, ***'A world class centre of outstanding learning'***. A mantra and ethos that is at the centre of everything that the school tries to achieve and is very clear to see in every aspect of the school, that it is a superbly inclusive place to come to work and learn. A school that is clearly at the heart of its community where inclusion is ingrained in the very fabric of the school, a school where pupils are encouraged to achieve their full potential, where everyone involved is committed to the inclusion of all pupils whatever it takes. The Valley is not content to rest on its laurels and is constantly looking at ways to develop for the benefit of the pupils and families that it serves, such as the development of a new initiative – Breakfast Sports Club for children from Reception to Year 6, on different days for each year group where they take part in exciting activities and then are given breakfast-free of charge. A fantastic initiative that is well attended by pupils. The school PE lead and SLE continues to work to improve what is offered across the school to all pupils and as part of the school's inclusive offer has arranged for specific PE sessions to take place for pupils with SEN and with fine/gross motor skills or social and communication skills issues, with coaches coming to deliver from Bolton Rugby Club and students from Rumsworth sixth form college who are in the process of becoming Sports coaches, covering a range of traditional and non-traditional sports. Playground Leaders and SMSAs ensure that there are informal and formal opportunities for play and recreation at break and lunchtime for all pupils, developing pupils, physically, socially and cognitively, and there is a commitment from the PE lead to train more SMSAs and play leaders in the future and apply for funding from Bolton Alliance for more resources to support this initiative. The school and PE lead should be commended for their efforts in this area and demonstrates the schools' inclusive approach to all areas of school life.

Other fabulous initiatives include Time 2 Read that involves the use of community readers from Bolton College, sixth formers who come into school 2 to 3 times a week from 3.30-4.00pm or in the morning from 8.00 – 8.30am to support pupils who have identified issues with reading, once the pupils have caught up they become 'Free readers' who are able to read more widely and choose books that they would like to read. Most pupils at The Valley are reading at their chronological age or above, a phenomenal achievement given their usually low starting point in regard to reading. The school should be justifiably proud of their efforts in this respect. Another way in which they support pupils is with their involvement with Beanstalk, a charity that recruits, trains and supports volunteers to provide one-to-one literacy support in early years settings and primary schools to children who have fallen behind with their reading, transform the lives of the children they support, turning them into confident, passionate and able readers. As well as their involvement with SNUF – Special needs Under Fives Support that is a Bolton based charity whose aim is to promote the inclusion of children between the ages of 2 – 5 with any form of SEN or disability into mainstream pre-school provision providing trained volunteers who offer 1 to 1 support.

All staff have a clear vision for the school and ***their*** pupils and a relentless determination and drive for all pupils to succeed, this came across very clearly in meetings and discussions with staff at all levels and with the pupils I met and talked to and is a very real strength of this outstanding and highly inclusive school. Pupils have a clear enjoyment of learning about themselves and the world around them, this is apparent as soon as you step into the school and is highly visible in classrooms around the school and at social times as well, it is a real strength of the school and the staff

should be commended for ensuring the pupils have this attitude to learning instilled in them.

The Valley provides a superb welcoming, safe, happy, environment where everyone is respected and listened to, a school where everyone takes pride in themselves and their achievements, where pupils are enabled to develop responsibility and become confident and successful learners, whilst striving to be at the heart of the local community, an integral part of society, part of a wider community, such as through the excellent and well-established twinning programme with a wide variety of schools individually matched to year groups across the country such as Blackshaw Primary School, Mytham Primary School, Little Lever, St Thomas of Chequerbent, Westhoughton, Bromstone Primary School, Kent, Eagley Junior School and Lord Street-Horwich that provide diverse and contrasting experiences for all involved with reciprocal visits as part of the programme. The use of teddy bears sent to other schools in Europe that return with a diary of their experiences that expand pupil horizons and the schools continuing link with Global Education, the Connecting Classrooms initiative, and local secondary schools.

The school have held the Intermediate International Schools Award previously and are in the process of investigating its renewal. The Valley works exceptionally hard at being a partner in the education of the school's families and are totally committed to working in partnership with those parents and the wider community through involvement in fair trade with the school council acting as the Steering Committee as a Fair-trade school and involvement with the local fair-trade shop 'Justicia'.

The behaviour and safety of pupils is outstanding, and I would from the evidence of this review say that the behaviour of pupils is exemplary. The pupils, their parents and the school should be immensely proud of the way the pupils conduct themselves around the school. I spoke to groups of pupils during the review in classrooms as part of a tour round the building, and in more formal discussions and they showed a maturity beyond their years and were very articulate. They are responsible and mature learners who value their education and take a full and active role in school life and have decision making authority in their own classrooms as well as across school also undertaking pastoral responsibilities, they have a very strong voice, through a variety of councils and ambassadorial roles. It is clear from my conversations with the School Council and other pupils that this is the case. They take an active role in organising events throughout the school year. Parents are well informed of their children's progress and what they can do to support the school and their child's development. This partnership is a very clear key strength of the school, the parents I spoke to during the review were exceptionally positive about the school and its staff and the way in which they not only engage the pupils, but also the parents and the families in the local community. In fact, they couldn't fault the school explaining that the staff at all levels go above and beyond what is expected to support the needs of pupils and ensure they make the very best progress they can. Parents and governors are actively involved in shaping and developing the vision of the school and communicating extremely effectively through its website, letters, texts and social media.

Everyone spoken to during the review were supportive of the school and spoke about the progress made since last year's review. I was again, impressed by the welcoming nature of The Valley and the absolute dedication of the staff at all levels to ensure that the needs of the pupils are met, such as, the fact that they provide optional Holiday

Clubs for pupils and Saturday Club for year 6 pupils to offer extra SATs help for 30 pupils who need the support. Providing extra tuition in Maths and English with a sports session and refreshments thrown in. During the review, it was clear to see evidence that inclusion is at the heart of everything that happens in the school and is highlighted by the school's Mission Statement *'Together we're better'* and this is clearly the case here.

The Valley is a vibrant, exciting and happy place to come and learn, it is a learning community with a happy family orientated environment. A fact I can attest to from observation, discussions and conversations during the day. This is clearly a school where all pupils are valued as individuals, inclusion is at the centre of everything the school does, with excellence in terms of care nurture and support at the very forefront of every interaction between pupils, staff and parents. There can be little doubt that this is a school that places pupils and their families at the heart of all they do here, it is this that makes it such a highly successful, inclusive and popular school. Pupils are well presented in their uniforms which are adorned with badges celebrating their achievements and their involvement in the school through a wealth of pupil leadership opportunities, that include School Council, Prefects, PE Playground Leaders who along with the schools well trained SMSAs provide an inclusive and interactive experience for pupils at break and lunch, Attendance Officer, Road Safety Ambassadors and the Ethos group to name just a few opportunities available for pupils. I was also impressed by the shared vision of the staff in the school, who are committed to inclusion in its broadest and best sense. Staff are inspired to develop as individual learners and to contribute to the inclusive ethos of the school. There is a vibrant, happy, stimulating, learning environment throughout the school with a focus on helping pupils to develop the skills, which they need to be effective and they are encouraged to become independent learners through a stimulating curriculum and through a host of before and after school experiences. Pupils I observed in classes, around the school were very friendly, polite and able to talk honestly and confidently about their learning. The behaviour of pupils during the review was exemplary. Everyone I met was very helpful and spoke in a highly positively manner about their experiences at the school.

During the review, I experienced the school as it went about its normal daily routine during a tour of the school, I spoke to staff and pupils in their classrooms and on corridors, experiencing the exceptionally inclusive ethos and culture that is embedded in everything the school does, is ingrained and is extremely tangible to all who visit. There is an excellent rapport between the staff, between the pupils and between the staff and the pupils that was clear to see during the multiple interactions I observed throughout the review and evidenced through conversations with staff, pupils, governor and a parent. The Valley continues to grow as an outstandingly inclusive, positive and highly purposeful community with a relentless focus on the highest quality teaching, learning and provision for all those involved. An excellent culture of critical reflection pervades the school ensuring that existing strategies, programmes and projects are robustly evaluated and refined as appropriate to ensure success for all involved, seeking new solutions to the challenges that are faced in achieving the goal of enabling all pupils to succeed to the best of their abilities.

Having completed a rigorous and thorough review and having discussed and agreed the targets cited below and their involvement in and capacity to support and attend Cluster Group meetings and understanding that their involvement will form a significant part of their next annual Review, reflecting their capacity to maintain their Centre of Excellence Status. I recommend that the school continues to hold Centre of Excellence status and is

reviewed in one year's time. They are well aligned to achieve Flagship status at their next review if they wish to consider it.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data

- Prior to the day, a variety of information about the school and its inclusive processes was reviewed using the school website that included numerous strategic policies and a variety of documents related to inclusion in the school. As part of the review, discussions were held with the Head-teacher, Deputy Head-teacher, Assistant Head-teacher, members of staff, a Parent Governor, a parent and discussions with staff and pupils during a tour of the school. During the review an evaluation of the progress and impact of the IQM Action Plan for 2017-18, documentary scrutiny and opportunities to discuss the schools Action Plan for 2018 -2019 with a variety of stakeholders took place. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's superb inclusive practice and insight into their plans for 2018-19 and the reasons underpinning them. The discussions with staff provided helpful opportunities to reflect on the superb practice seen and heard, as well as to agree the areas for development over the next review period.

Assessment Commentary on COE Action Plan for 2018 – 2019

Element 1: The Inclusion Values and Practice of the School

- The Ethos Group, a group of pupils who through RE have been involved in and contributed to a variety of conferences and initiatives working with the Bolton Inter Faith Council and talk to pupils in other less multi-cultural schools. They are keen to design and develop a Peace garden, around a tree previously planted in memory of a pupil who passed away. They will collaborate with Art and DT GDS pupils to design the Peace Garden, with each zone in the school taking responsibility for an area and develop it through sensory plant tubs and their own ideas. Once completed the garden will be a space for quiet reflection and could be used for outdoor lesson opportunities. It will be interesting to see how it has developed and been used at the next review point and to talk in more detail with the Ethos group.

Element 2: The Learning Environment, Resources and ICT

- After attending the second IQM HUB meeting (CIN NW) looking at Sensory Processing Difficulties and Sensory Profiles the school have recognised that they have pupils who could benefit from this approach and have undertaken to further develop their sensory room and alter the therapy room to become an intervention room and quiet space for their increasing number of identified ASD pupils room to meet individual pupils' specific needs. The school will consult with Ladywood Outreach Service and look to re-equip the sensory room to meet needs of pupils with sensory processing difficulties and clear the old therapy room and make ASD friendly work stations for interventions and quiet reflection. The school will also contact the lead at Yew Tree Community School, Halewood who led the meeting on SPD as needed and may invite her in to deliver CPD for staff if appropriate. It will be interesting to see how these two provisions have developed and how effective the use of Sensory Profiles has been at the next review and to see whether further collaboration has developed between the two schools.



Element 3: Learner Attitudes, Values and Personal Development

- The school are keen to complete the Investors in Pupils Award, that will compliment, the work they do with and the way in which the pupils are included and given decision making responsibility within the school. As part of the process they will share the awards objectives with staff and with pupils via assemblies and pupil groups. All staff will be involved in action planning via staff meetings. At the appropriate time that may well take longer than the current review period they will set a validation date with the awarding body.

Element 4: Learner Progress and Impact on Learning

- The school are in the process of creating exemplar documentation to identify and support highly refined assessment in all subjects (foundation). Two subject leads have already produced pilot documents – Indicators of Quality that include: Position Statement which informs the SEF, Monitoring programme mapped across the year, what monitoring will be done and when Monitoring impact Statement, Actions taken by Subject Leader and impact, Core responsibilities, Subject SEF and will include data relevant to the subject. Once the process and documentation has been agreed all subjects will complete one, assessment materials will be produced and implementation and sharing of guidance will be roll out for discussion with staff – especially the moderation and standardisation of assessment judgements. During the review period the process will be reviewed and adapted looking at the information included in the I of Q document alongside case studies, cross moderation and transitional assessment guidance. Subject leaders will then adapt medium/short term planning to ensure assessment opportunities are firmly embedded into plans and that FPT (Focused Practical tasks) are key vehicle for assessments. It will be interesting to see the development at the next review and any analysis of impact along with discussion with Subject Leaders.

Element 5: Learning and Teaching (Monitoring)

- During the next review period peer to peer coaching for staff will be developed to continue the schools drive for improved teaching and learning outcomes for every pupil. Training for all teaching staff in coaching model will be undertaken via 3 twilights sessions. A staff meeting will begin the process and further staff meetings throughout the year. Will be used to enhance training opportunities and develop the coaching model and the initial peer to peer meeting, with staff choosing their own coach A timetable will be developed and will evolve Once established the coach and coaches will look at the process and individual areas for improvement. Once the initial coaching cycle has been completed, a process of review will take place and the programme adapted as appropriate and necessary for it to continue successfully.
- The school have achieved the Primary Science Silver Quality Mark recently and in 3 years are looking to achieve gold status. They have excellent links with local secondary schools and STEM. They are keen to build and develop further links with STEM Centres, Bolton SICT and secondary schools to collaborate on projects linked



to STEM and Computer Science. While also investigating, promoting and implementing computational thinking in the wider community for example linking with maths, science and Dt. It will be interesting to follow this journey and see how far it has developed at the next review point.

Element 6: Parents, Carers and Guardians

- There has already been a lot of work completed to achieve LPPA, however due to circumstances the completion was deferred. The school will focus on completion of the award during this review period and will action any recommendations from LPPA. In my opinion the school are well set to achieve the award.

Element 8: The School in the Community – How this supports Inclusion

- The school have excellent links with their community and provide many opportunities for parents to be involved in the life of the school and through the Children's Centre that is now part of the school provide opportunities for parents to meet and undertake courses. They have identified through Liaising with parents in the Chat and Chai group that looks at the needs of the community that a Children's Toy Library would enhance pupils/children's growth. Therefore, they will look to source funding and apply for grants to make this happen. As part of this process they will liaise with Bolton Startwell to seek support and help in moving the project forward. It may also be appropriate to consider developing a local community library as the local library has closed. It will be interesting to see how this has developed at the next review and talk to parents.

Suggested Developments agreed after discussion:

Element 1: The Inclusion Values and Practice of the School

- Continue to develop and expand the already excellent links with other schools both locally, nationally and internationally in the arena of Inclusion and continue to investigate the possibilities provided through the British Council, Connecting Classrooms and look to re-apply for the International Schools' Award. The Valley have fully embraced involvement in the IQM Cluster Group journey having attended two such meetings so far and have been enthusiastically involved in each.

Element 3: Learner Attitudes, Values and Personal Development

- Investigate the possibility of participating in and achieving UNICEF Rights Respecting School Award. The award puts children's rights at the heart of the school and embeds these values in daily school life, giving children the best chance to lead happy healthy lives and to become responsible, active citizens.
- Consider investing in 'Kiva' a Finnish programme that focuses on building positive relationships, improving general wellbeing and making school a safer and more enjoyable place.



IQM Centre of Excellence Review



- Consider using the 3m cloud Library App for electronic devices or similar App linked to the schools local Libraries to enhance reading opportunities for students. I would thoroughly recommend the use of the App.

Assessor: Steve Gill

Date of Review: 18th April 2018