



28th June 2018

Ms Danielle Egonu
Head of School
Temple Hill Primary Academy
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Dartford
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Assessment Date: 13th & 14th June 2018

Temple Hill Primary Academy is a school that makes a difference for all the pupils within it. Through the dedication of the staff team, Temple Hill Primary Academy succeeds in providing a learning environment where everyone is cared for in an inclusive environment that works to provide the best support for its pupils.

There is a warm and welcoming feeling in the school, which is extended to all by the staff and pupils, and parents and visitors are treated with kindness and respect. This helps Temple Hill to follow its values of providing an environment where everyone aims to demonstrate 'Respect, Responsibility and Equality'.

The Executive Head Teacher is passionate about Special Educational Needs and Disability, and believes that every child in his three schools should have the opportunity to succeed. He understands the needs of the community and has built a staff that shares his visions and ethos for the school. Across the schools that he leads, Inclusion and Curriculum are equal and this is a vision that is shared by all of the staff. The Senior Leadership Team, Inclusion Lead, staff and trustees share this aim and work together to ensure that they fulfill their vision statement. The Head of School is a very experienced leader who understands the needs of the pupils in her school and the community as a whole. Trust is important, and the SLT are open, and demonstrate a caring and supportive ethos for all of their staff. The Inclusion Leader works tirelessly to support the needs of the children in the school and works with all of the staff to ensure that pupils with SEND are supported in their classes and around school, with the appropriate access to the resources that are needed.

Temple Hill Primary Academy is a large through Primary school with a nursery. Before converting to an Academy, they were federated with another local school. The Executive Head then formed the Galaxy Trust and another local school has recently joined them. The school has a high number of children on the Special Educational Needs and Disabilities register and a large population of the children are in receipt of Pupil Premium. The school is in an area of high deprivation and this has an effect on the needs of the school community.

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The school is well resourced which includes space, IT and specialised staff, and these are used to their greatest effect. There are specialist staff in areas such as Speech and Language and PE, who work hard to support the children and the teachers to improve outcomes for all groups of children. The Sports Coaches employed by the school are an excellent addition to the staff team. They have become Associate Teachers, Learning Mentors and positive role models for the pupils at Temple Hill.

Trustees and Governors support the school effectively and are knowledgeable about the strategic plan for the school. They understand their role and use this to drive and hold staff accountable for the progression of the pupils at all levels.

The IQM/Inclusion Leader produced a very comprehensive Self Evaluation Report and provided a wide-ranging selection of documentary evidence to support all elements of the IQM Report. Her enthusiasm and commitment for the school, pupils, parents and staff meant that the school's provision for SEND is a high priority and she is dedicated to providing an environment where everyone is able to achieve and where inclusion alongside learning, is a high priority.

I was also able to verify the information contained in the report during my visit through the interviews that had been arranged. Meetings were arranged with the: -

- The Executive Head Teacher and Head of School.
- IQM Coordinator/ Assistant Head for Inclusion.
- Deputy Head, Class Teachers, Associate Teachers and Sports coaches.
- A Trustee.
- Speech and Language Therapist and the Trust's Designated Safeguarding Lead.
- Parents.
- Pupils.

I was also able to go on learning walks, attend lunch clubs with the children and meet the School Council. These pupils were a credit to the school. They confidently spoke about their school and what it helps them to achieve and are proud of what it offered them as pupils.

During the learning walks I was able to see how strategies had been put in place to help all children to make progress in their learning including those in the most vulnerable groups. Classrooms and displays were used to support learning and teachers used a variety of teaching methods and strategies to support learning. Interventions and planned adult support were used to enhance children's learning, from their individual starting points, and this allowed for progress to be made.

The behaviour in classes was very good and demonstrated behaviour for learning. The children were engaged in the activities they were doing and understood what they were learning. Temple Hill aims to support all children's learning within the classroom and children have access to resources and aids that support them to support themselves, including help desks, IT and visual aids. Children with very complex needs received specialised support from well-trained, supportive Associate Teachers who work hard to support the learning and progress of the children in their care.

During their interview the children showed that they were proud of their achievements, and their school, and could clearly articulate why they liked being at Temple Hill Primary Academy. When asked what they would change about their school the response from one pupil was that she wished they would, "Build a Secondary School on the field so I never have to leave!" The pupils are a real credit to their school and are polite, friendly and eager to share their success with the adults around them. I was really pleased to be spontaneously shown great work and behaviour charts that the children were proud of!

The school was highly regarded by the parents that I met, and they were grateful for the levels of support their families had received from it. They commented on the staff's professionalism and that when they have concerns they are dealt with straight away. They felt that the school understood what their children needed and was able to approach the Inclusion Lead, Teachers or ATs whenever they needed to.

Inclusion is at the heart of Temple Hill and the values of 'Respect, Responsibility and Equality' are living and breathing in every member of the school. I am of the opinion that the school fulfills the requirements and standards required by the Inclusion Quality Mark and is outstanding in its commitment to, and implementation of, inclusive practice. They are well aware of what developments they want to make and are making plans to address the issues that they identified in their report.

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.

I also recommend that the school consider applying for Centre of Excellence status, which I would fully endorse. This would be subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

I would like to thank the staff, trustee, parents and children for the welcoming, friendly and open atmosphere, which made my visit so very enjoyable. Because of this and the Inclusive practices in the school, I have left feeling that 'I am Temple Hill!'.

Assessor: Amanda Love

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Element 1 – The Inclusion Values and Practices of the School

Strengths:-

- The school's leadership; Executive Head, Head of School, Inclusion Lead and SLT share the inclusive vision and aspirations of the school.
- Relationships between staff are excellent and are supported by the SLT to grow and develop as professionals.
- Pupils feel cared for and supported to do their best by all staff.
- Children enjoy their time at school and feel safe.
- The school's ethos and values support the community where difference is valued and supported.
- School staff develop good relationships with pupils and have high expectations for behaviour and learning.

Areas of Development:-

- The school is in the process of developing two pupil referral units, one for Speech, Language and Communication needs that will take referrals from the local area and one for Social, Emotional and Mental Health needs that can be accessed by children from the trust. Provision at the local special schools is limited and this will support the needs of the children in the school.
- The school identified a number of strategies within their Self Evaluation Report to support and develop the impact it has on pupils that are in receipt of Pupil Premium. They have begun work on this and will continue to develop and refine these over the next year.



Element 2 – The Learning Environment, Resources and ICT

Strengths:-

- The SLT and Inclusion Leader regularly monitor lessons, resources and the classroom environments.
- Classrooms are well equipped to support all children's learning, and this includes use of specialised software and equipment, visual prompts and work stations to support independent access to learning. Class teachers and ATs are effective at producing prompts for their lessons that specifically meet the needs of individuals.
- The website is comprehensive and contains the relevant information for parents.
- The outdoor areas are spacious and used for a variety of activities, with the Sports coaches using the outside areas for PE and lunch clubs.
- Due to the increasing numbers of children attending Temple Hill, new classrooms have been built alongside space for the two additional referral units planned.
- Access through the school building is easy with ramps in place to support children who find it difficult to access stairs.
- 'Chill Out' areas are being created in the classrooms for children who are feeling overwhelmed, or need quiet time, within the school day. This ensures that these children are included at all times in classroom activities.

Areas of Development:-

- The Inclusion Leader would like to develop the use of Clicker 7 across all of the classrooms so that it is used on a daily basis. This is to ensure that children, who find the task of writing difficult, can be supported to achieve through the use of ICT.
- The school is also developing the use of the 'Chill Out' areas in every class. This was used particularly well in one classroom to support an overwhelmed child. It meant that the child was able to stay in class and was not excluded from the class activities.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

- The school promotes the use of 'Building Learning Power' (BLP) and this helps the children to develop habits for lifelong learning. It helps them to build mental and social resources to enjoy challenge and cope with uncertainty.
- Parent relationships with the school are good and this helps them to support each other and develop their own values, which in turn supports their children.
- The Sports Coaches are used in the school very effectively and do far more than teach P.E. They have become Learning Mentors, ATs and positive role models for the children. The children hold the Sports coaches in high regard, they effectively support children who have difficulties with regulating their behaviour.
- The school's values are understood by the children and they reinforce behaviour in the school.
- There are a wide range of clubs and activities that are delivered by the staff to support the children through the school day. Lunch clubs put on by the FLOs, ATs and Sports coaches support the children with their behaviour and allows them opportunities for self-regulation.
- Teachers and ATs give up a lot of their own time to support children where needed. They will eat with the children and do extra duties to support the children throughout the school day, as they understand the importance of being a significant role model for the children of Temple Hill.

Areas of Development:-

- The development of the SEMH unit will support the staff and children in the school effectively.



Element 4 - Learner Progress and Impact on Learning

Strengths:-

- Children enter the school with low starting point, many with significant Speech and Language issues. The school has employed its own Speech and Language Therapist to support those with a high level of need.
- Staff have training in a wide variety of issues and in the use of identification software.
- Progress for the children in the EYFS is good and demonstrates the impact that the school is having on youngest children.
- Progress is also good for children in Key Stage 1 and Key Stage 2.
- The school has identified that there are historic issues and gaps in learning especially for Key Stage 2. They have used additional staff for support and to improve attainment in a number of different ways. Although attainment was previously below National Average, expectations are higher for this year.
- Behaviour for learning in classrooms is good and this leads to the children being proud of their achievements and the work they produce.

Areas of Development:-

- The school is developing its use of the “O Track” tracking system throughout the school and this will be used to record assessments of lessons leading to a ‘no marking’ policy.
- To consistently work on and develop the good practice in school so that attainment improves.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- The school has robust systems for monitoring in place. The SLT regularly monitor lessons and books and feedback promptly. For staff who need further support, they are assigned a leadership mentor.
- The school has a number of focus weeks/days throughout the year that are designed to engage and promote the value of learning and stimulate their interests in a range of ways.
- Associate Teachers are supported to work effectively with children and are trained in a number of strategies that support individuals' needs. The ATs are dedicated to their roles and frequently go out of their way to support children and their learning.
- There are good relationships between staff at all levels and there is a culture of trust. Staff are loyal and committed to the school and the values and ethos that it has.
- Safeguarding is well managed by the Trust's Designated Safeguarding Lead. She works effectively with school staff including the FLOs to support staff, children and parents to keep children safe at school and at home.
- Behaviour in lessons is good and this enables all children to become learners at whatever stage they are at.
- Senior leaders undertake research projects that aim to deepen or improve areas of the curriculum, which they feel need further exploration. The aim of this is to make changes to learning and teaching that focus on improvement.

Areas of Development:-

- The school is working on improving the quality of teaching and use a number of strategies to support teachers' development. They want to continue this over the next year.
- The school is working on addressing areas of misconception in the curriculum and learning, as well as diminishing the attainment gap for all learners.



Element 6 – Parents, Carers and Guardians

Strengths:-

- The school has achieved the ‘Leading Parent Partnership’ award and is striving to develop and strengthen its parental involvement in school.
- Communication with parents has been developed in a number of ways and support is given to those parents who need other forms of communication. The school publish a very good newsletter that shares achievements, information and letters from staff.
- The school is working effectively with families where the children have found it very challenging to be at school. By asking a parent to support learning in the classroom, it has engaged and motivated the children and supported the parent to develop himself.
- Staff are a visible presence around the school and are available to parents at key times in the day. The parents I spoke to said that this was very useful for them.
- The school has two hardworking FLOs who support the parent body and pupils effectively. They support families through home visits, accessing services, completing documentation and being a supportive link between home and school. They arrange activities and run clubs that support learning and family engagement.
- The parents that I spoke to said that they had been well supported by the school and Inclusion Leader especially with children who have SEND.
- Every child has access to trips, events and clubs, and the school will support families financially to ensure that children have equal access to these.

Areas of Development:-

- The school will continue to develop their relationships with parents and develop new staff to support the school aims in this area.



Element 7 – Governing Body and Management

Strengths:-

- The strong leadership of the school is evident and there is a culture of trust and support between the staff, SLT, trustees and governors.
- The SLT and governors have a united voice about inclusion and believe that it is at the heart of all that is done at Temple Hill.
- The school is both supported and challenged to improve by the governors and trustees and there are robust structures for communication between all of the schools in the Trust.
- The school engages with a number of outside agencies that support school development.

Areas of Development:-

- The school will continue to develop its links with other specialist settings so that they can have access to training and resources and receive support from specialist members of staff.
- The Trust Board and Executive Head Teacher are refining the triangulation of relationships between the trustees, governors and schools.



Element 8 – The School in the Community

Strengths:-

- The school has a wide-ranging calendar of events, projects and resources that supports the wider community and develops relationships with the other Trust schools and schools in the local area.
- Expertise is shared and developed amongst Trust staff and there are a number of specialised staff that support ‘in house’ and in other schools.
- The school’s Breakfast, After School and Holiday Clubs are used by other schools in the local community, sharing a valuable resource.
- The school arranges a trip for Year 6 to experience going abroad and any child who wants to go is offered a place regardless of financial contribution. This is a valuable experience of the world beyond Temple Hill and the Year 6’s who had just returned from their trip to Rome were excited to tell me about their experiences and learning.

Areas of Development:-

- The school will continue to develop its links with the local area and increase its attendance at sports events and tournaments.
- They would like to continue to develop the website as a tool to promote the school in the local area.