



Report on IQM Inclusive School Award



School Name: Oakwood Junior School

School Address: Holbrook Road
Alvaston
Derby
DE24 0DD

Head/Principal: Mrs CT Atwal

IQM Lead: Mrs N Fray

Assessment Date (s): 15th December 2022

Assessor: Siona Robson

Sources of Evidence:

- School Improvement Plan
- Parent survey
- Student survey
- Inclusion team action plan
- PP report and action plan
- Example of a provision map
- PSHE curriculum plan
- Zones of regulation strategy B
- Behaviour policy
- Newsletters
- Posters
- Work scrutiny

Meetings Held with:

- Pupils
- Parents
- Governors
- Trust CEO
- Headteacher and Senior Team
- IQM lead & DSL
- SENCO
- Sports Coach
- Learning Mentor
- Teaching Assistant



Report on IQM Inclusive School Award



Contents

Overall Evaluation	3
Element 1 - The Inclusion Values of the School.....	6
Strengths.....	6
Next Steps:	7
Element 2 - Leadership and Management and Accountability	8
Strengths.....	8
Next Steps:	9
Element 3 - Curriculum –Structure, Pupil Engagement and Adaption	10
Strengths.....	10
Next Steps:	11
Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy	12
Strengths.....	12
Next Steps:	13
Element 5 – Assessment	14
Strengths.....	14
Next Steps:	14
Element 6 - Behaviour, Attitudes to Learning and Personal Development	15
Strengths.....	15
Next Steps:	16
Element 7 - Parents, Carers, Guardians	17
Strengths.....	17
Next Steps:	18
Element 8 - Links with Local, Wider and Global Community.....	19
Strengths.....	19
Next Steps:	19



Report on IQM Inclusive School Award



Overall Evaluation

The first member of the school community to greet me on the day of my visit was Ron, the school's wellbeing dog. Pupils told me, "You can go and play with Ron, he has made people feel more confident to share their feelings and he makes upset children happy." "If he sees you crying, he will lie next to you." "The dog really likes books; he will let you read to him." This positive, energetic greeting set the tone for the day. Staff and students were friendly, welcoming and demonstrably proud of their school. An amazing 97% of parents said that they are made to feel welcome in the school. 100% said that their child is happy, feels safe, is well looked after, is well taught and makes good progress at Oakwood Junior school.

The school says it has an open-door and that is most definitely the case. SLT meet and greet parents as they arrive and are highly visible around the school, accessible to staff and pupils throughout the day. This open-door ethos extends to Odyssey Collaborative Trust as for example, the CEO runs drop-in sessions for staff.

The Head accurately describes the curriculum as ambitious and fully inclusive. Leaders and staff work tirelessly to achieve the school aim of, 'Every child is a learner and can achieve'. The impact of this is that all pupils are making 'well above average' and Special Educational Needs and Disability (SEND) 'above average' progress. Time which pupils spend out of the classroom is minimised and interventions are specific and tailored to meet the needs of individual pupils. The Head is passionate about inclusive strategies. She said, "Pupils have only one childhood and they should get the most out of it that they can." She is totally committed to the aim that "Every child should leave the school as a reader." This is reflected clearly in all the school is doing to promote reading for pleasure. The pupils have access to a wealth of literature. The Assistant Headteacher was keen to share with me that for her, the shared read session is the best time of the day.

The school was calm and orderly and pupils with challenging needs were handled with respect and kindness. Staff are very resilient and go above and beyond to meet the needs of pupils and their families. The pupils are, quite simply, put first at Oakwood.

The school is in the heart of the community. Many staff live in the community and the school represents a safe place for pupils. The receptionist is well known to parents and does a great job getting reluctant children through the door in the morning. The contextual, local community knowledge is a strength of the school. The school welcomes and encourages parental contact. Parents are encouraged to speak to any adult in the school who will then pass on information to the relevant member of staff for follow up.



Report on IQM Inclusive School Award



It is clear that Oakwood has an inclusive approach to learning. A Governor described Oakwood as an inclusive school supporting disadvantaged and vulnerable pupils. The Headteacher keeps the Governors well informed about inclusion and SEND. He commented that behaviour is good as a result of high expectations and the consistent application of the school's behaviour policy. Teaching and learning is good and as a result the progress of pupils is very good. Staff have high expectations and clearly want the best for the children. They are committed and passionate about what they are doing and keen to learn and develop their knowledge and practice. The Special Educational Needs Co-Ordinator (SENCo) is proactive and systematic in the way that she ensures each child with SEND gets the resources and support they need and are entitled to. It is clear that all teachers are teachers of SEND. The staff are very proud of the fact that at Oakwood, children with significant needs are successfully learning alongside high achievers in truly inclusive classroom environments.

There is an embedded culture of removing barriers to success. The heavy investment in staff CPD is having a marked impact. One member of staff told me "I feel more inclusive in my teaching practice." Staff described a culture where if they want CPD the Head will give it to you and also the time to put it into practice. A member of staff said "we are now creating our own CPD."

The school has a strong culture of safeguarding, led by the Headteacher and Deputy Headteacher, who are designated safeguarding leads. The Deputy and SENCo are mental health first aiders. As part of Derby Abuse Together they have excellent communication with local police and are notified of social care involvement and incidents in the community as they happen. This allows them to put support in place for the child immediately. The learning mentor, also DSL trained, will pick pupils up to offer support, and Action for Children, a local agency, will also support with low level concerns and early help signposting. Domestic Abuse is the highest contextual safeguarding priority for the school. Family support workers deliver the Freedom Project for children who are witnesses or victims of domestic abuse.

The school has a comprehensive provision map in place which records all interventions in place to support pupils. These include physical literacy, lego therapy, lucky lunches and daily readers. At the end of the year the provision map for a year group is shared with the next year's teaching team to ensure continuity of support. Staff speak highly of the effectiveness of the transition process between year groups.

The school has some additional key staff who make a real impact on the day-to-day experience of pupils at Oakwood. One of these is the learning mentor who works as a pastoral lead, focusing on removing barriers to learning. He mentors children who are referred to him and checks in on students formally and informally. He helps pupils to regulate their emotional responses using the zones of regulation. The sports coach runs 6-week physical literacy programmes, working with children to develop their fine and gross motor skills. This is a comprehensive programme with progress tracked against age related milestones. He spoke passionately about inclusive strategies in sport, working with non-participants to try and overcome the reasons, so that pupils are included moving forward; an example of the 'no opt out' ethos at Oakwood.



Report on IQM Inclusive School Award



Staff wellbeing is a high priority for leaders. The Head has established a culture of reciprocal good will. The Trust ran a mental health awareness inset day which was well received. Staff take turns at being the 'Wellbeing Fairy', providing small, anonymous tokens of appreciation for colleagues. Staff mental health is supported by a mental health newsletter, signposting of support agencies, check-ins with colleagues, staff meetings and informal peer support. Staff training is highly valued by staff and contributes to high staff morale. Support is provided for teachers delivering outside their specialism, for example, Derby County in the Community run teaching PE sessions for staff. The school has moved to live marking and feedback in lessons which has had a positive impact on workload.

The staff, pupils and parents work together to ensure that all pupils have the same access to learning opportunities and are totally committed to providing the support, scaffolding and intervention required, so that 'every child is a learner and can achieve'. This common purpose is evident in all aspects of school life.

I am of the opinion that Oakwood Junior 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 Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status 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.

Assessor: Siona Robson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

Strengths

There is a lovely, nurturing and caring atmosphere in the school. Pupils are positive about the mechanisms used to give them praise and to recognise their achievements. Pupils get Star of the Week cards when they are seen exhibiting a school value. The school values: Safety, Positivity, Aspiration, Resilience, Respect and Kindness are known by all and clearly evident in all behaviours and systems across the school. I witnessed many examples of this on the day of my visit, including the Deputy talking to a young boy about the value of kindness. The pupils love 'proud pounds.' They told me that the Headteacher gives out a coin, not a real one they hastened to add, that they can spend at the pop-up shop at the end of term. These are awarded for going beyond what is expected. They told me that one boy was awarded one for tidying the school grounds, showing respect for the environment. The pupils all get the opportunity to undertake Forest School activities, learning about how to respect the environment and about fire safety. This is a popular element of the school provision.

The wellbeing of pupils is primarily in the minds of staff. Happy children learn. Distressed children are scooped up and comforted by staff and it is evident that pupils look out for each other. I saw the Head caring for pupils who became overwhelmed in an assembly; the Deputy pick up on a young man that looked a little concerned and a child checking with staff that a peer in need of assistance was getting help. Problems are headed off at the pass before they have time to escalate. A 'Something is worrying me, what can I do?' poster is clearly displayed in the main corridor with strategies for the children to take. This was written for and by a pupil.

The SENCo is all too aware of the impact that any type of exclusion can have on a young person. Her knowledge and experience drive her passion for inclusion. She is reflective and visible across the school and accessible to staff and parents,

There is a shared belief across the school that all children can succeed and that barriers can be broken down with careful planning, support and intervention. The school is creative with the strategies it uses to enable pupils to succeed and staff and parents understand that this can take time.

The school places a strong emphasis on creating and sustaining sincere, consistent and positive relationships with pupils and between pupils. Staff show high levels of flexibility in their interactions with the children. On the day of my visit, it was clear that staff know the pupils well.

The Head leads on the school's commitment to ensuring every child can access any opportunity which the school is able to offer. She removes any financial barriers and families are contacted when a child does not wish to participate, to see if there is anything the school can do.



Report on IQM Inclusive School Award



The ethos of the school is that there is no such thing as 'can't' and 'opting out' is not allowed to become a habit. Pupils learn and play in an inclusive environment and there is something for everyone.

Next Steps:

- Enhance further early intervention strategies.
- Improve attendance for SEND.
- Become an 'Autism Friendly School'.
- Achieve 'Inclusion Charter' in association with Derby City Local Authority.
- Provision of the programme 'Enhancing Family Success' for children and parents.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Strengths

Leaders set the tone of the school and have established high expectations alongside high accountability. They ensure that all staff are on message and that there is consistency of practice across the school. Everyone is on the same page.

Staff CPD is highly valued by staff. Leaders ensure it is carefully planned and tailored to deliver the school's priorities whilst also having the flexibility to respond to the needs and requests of the staff. A weekly training session is used to good effect. Sessions have included strategies for reading and inclusive safeguarding. In the words of one member of staff, "The Head is fabulous at tapping into CPD." The school has a well-stocked CPD library and will purchase books for staff. Staff in the school are keen to learn and develop. Teaching assistants access all the same training as teaching staff, which is very positive in terms of the impact this has on teaching and learning.

Governors work well with the Leadership team. There is a presentation by a curriculum lead at the start of each governors' meeting to invite challenge for middle and senior leaders. In the last meeting, the PE lead talked about provision and the use of the PE premium. The governors were impressed by this strong element of the school's provision. Governors provide a good level of challenge to school leaders. Governors praised the work that the SENCO is doing to reach out to parents.

Monitoring of teaching and learning is rigorous and informs planning. The outcomes of quality assurance activities are shared with staff collectively and where necessary, individually. It informs the staff training programme. As a result of recent SLT monitoring, a training session was then delivered on the teaching of reading fluency. SLT plan to monitor the impact of this training next term. It is reflective of the quality of leadership in the school that staff see the monitoring process as supportive not judgemental. Importantly, however, they still feel that they are held to account. The strategic use of the budget to remove barriers, promote inclusion, improve teaching and learning and purchase high quality learning resources is impressive.

The school currently has 6 staff in their 1st or 2nd year of teaching. It is an indication of the ethos of the school that several of these teachers have trained at the school and wanted to stay. They are mentored by experienced teachers but the school environment is such that they feel able to seek help and support from the wider staff body.

There have been great strides made in improving the quality of the transition process from the nearby infant school. The school really wants to 'know' the students before they start in Year 3. Early identification of SEND, sharing of safeguarding and 1-1 appointments with the parents of key pupils have made a real impact. There is also consideration given to the continuity of learning. For example, the school used Read Write Inc as this is used in the infant school.



Report on IQM Inclusive School Award



The SEND action plan clearly identifies areas to prioritise and there is already evidence of impact. Parents are already feeling more valued and a part of the team working with their child and are accessing more of the support offered by the school.

Safeguarding is strong in the school. The students know how to keep themselves safe and what this looks like in the context of their lives. A child told me unprompted over lunch that, if someone needed it, the ChildLine number is displayed in the hall and then went on to read it out to me.

Next Steps:

- Further CPD in ASD and ADHD for all staff – to continue the programme of learning.
- Training on de-escalation strategies for all staff.
- SEND Peer Review in Spring 2023.
- Fully utilise the support available from the Trust learning mentor.
- Monitor RSHE robustly and identify any gaps to address.
- Continue to strengthen the transition from the infant school and develop collaborative working.



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Strengths

After careful research and with a clear vision for what they want for the pupils at Oakwood, the school has adopted the Curriculum with Unity Schools Partnership (CUSP) curriculum. Staff and students could not be more enthusiastic about the structure it provides for learning. The literature spine is fully inclusive and every book is based on either a heritage text, has a BAME author or protagonist, a strong female role model or a specific social, ethical or moral issue. This provides pupils with windows into other lives and mirrors to reflect their own experiences. Each text has wider curriculum links. For example, 'The Boy in the Tower' introduces children to young carers and promotes work around trust, mental health and phobias. As a result of the carefully selected texts, the pupils are developing high levels of empathy and have a plethora of opportunities to challenge preconceptions, discrimination and stereotypes. A significant investment by the school has been made to provide every child their own copy of the texts. This has had a huge impact on pupil engagement. The curriculum lead told me that "The pupils are proud that they have access to their own high-level book and feel more included in their learning." One pupil told me "We have reading for pleasure books in our classroom."

The vision for the curriculum at Oakwood is totally inclusive. All students have access to the same curriculum. Support and scaffolding is used effectively to support SEND students within the classroom. When one particular pupil was observed opting out of learning, staff responded by capitalising on a strong relationship between him and a member of staff to establish that he was finding the work too easy. He now has a bank of independent tasks to stretch him.

The school is part of the Open University 'Reading for Pleasure' programme. The student survey was used to identify a focus area for improvement. Pupils identified that they weren't talking about their books. A school 'change team' will be introducing 'book talk' sessions next term to provide children opportunities to discuss and review books. The vision is that pupils will start to informally recommend books to each other and talk about what they are reading.

The curriculum is ambitious and accessible for all students. It is designed around retention and memory and expertly builds on prior knowledge. In students' books they have knowledge organisers for each topic which provide a structure for what they need to learn and know. For each lesson they have a knowledge note. These explain what is going to be learnt and have learning questions with the key vocabulary. These are adapted for individual children to ensure all pupils can access the learning and to provide scaffolding, as necessary. There is a cumulative quiz at the end of each lesson to aid long term memory acquisition.



Report on IQM Inclusive School Award



Pupils spoke eloquently about how they are now taking more responsibility for their own learning. They are encouraged to use on line learning platforms at home, such as 'Language Angels' for French. They love the class competitions set up on these platforms which, they say, gets everyone involved. They also value the phonics sheets in their books which help them with spelling new words.

Next Steps:

- Implement and review the impact of 'book talk' sessions.
- Implement a Science project focusing upon the global environment and the impact of our carbon footprint.
- Investigate purchasing VR headsets for pupils to 'visit' different parts of the world and enhance their global knowledge to support Geography, RE, History, Art and Science.
- TA training in specialised areas – Speech and language, Mental Health, sign language.



Report on IQM Inclusive School Award



Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

Strengths

While walking around the school visiting lessons and talking to pupils, it was clear that teachers are doing a great job. Their enthusiasm and commitment results in high levels of student engagement and progress. In a DT lesson, the students were planning a practical construction activity and the teacher was linking the lesson to careers in the construction sector. On each classroom door it told me what book the class were reading; further evidence of the high profile given to reading across the school. Each class has their own library space.

It is clear that the school is promoting diversity through the curriculum. There was a fantastic display on the Windrush generation.

In Oakwood teachers described quality first teaching as “delivering a high-quality curriculum in its entirety, preserving its integrity and adapting it to meet the needs of individual pupils.” Teachers talk to TAs every day to agree pupil targets, end points and to ensure that TA’s have all the tools they need to support pupils effectively. Knowledge notes are adapted for SEND pupils. The maths lead runs drop-in sessions to support all staff in the teaching of maths.

Work has been done to train staff on the graduated response for SEND children. Teachers are clear about the elements of this which can and should be delivered in the classroom. The pupils recognise the work done by teachers and teaching assistants to meet the needs of individual children and talk about how “they help them get to a good point so they can carry on by themselves.” Teachers adopt a ‘do as a class, do as a group, do as an individual,’ approach to teaching and this is having significant impact.

Teaching pupils to read and develop joy in reading is a huge part of everyday life at Oakwood. The Open University training session on pedagogy and the theory behind reading for pleasure support this ethos. The school is totally committed to getting every child reading for pleasure and to this end is meticulous in overcoming any barriers to this. On identifying a disengaged reader, the curriculum SLT lead sought the advice of the OU and their recommendations led to the purchasing of a new genre of books, which the child is devouring. She also noticed that pupils were not accessing books in the non-fiction section of the library so these books were integrated into the fiction section with a dramatic impact. Pupils are given books to keep and take home. This is a heavy investment in the school library with a wide range of books to engage pupils. Pupil Reading Ambassadors support the library by sorting books and helping other pupils find books. The ambassadors also visit classrooms to see if younger pupils would like to read to them. This is another fantastic example of the many ways the school is empowering pupils to help each other. When asked about learning at Oakwood a pupil said “It’s fun and it keeps you safe. I really enjoy books; the library is great.”



Report on IQM Inclusive School Award



Next Steps:

- Introduce the Boxall profile to get a SEMH measure assessment of each child.
- Create a chronology of parent and external agency contact and the provision and impact for each child on the SEND register by pulling together existing practice into one central place.
- Further training on the graduated response.
- Evaluate and develop Forest School provision.
- Continue to monitor CUSP curriculum through pupil voice and pupil progress meetings.
- Organise staff CPD for Design and Technology and Music.



Report on IQM Inclusive School Award



Element 5 – Assessment

Strengths

Assessment outcomes are used to inform planning and intervention. Following accurate baseline assessments, a group of pupils are identified to take part in a phonics recovery programme. The school led tutoring money has been strategically used to provide 1-1 phonics intervention with very impressive outcomes. All students have made one level of progress over the 8 weeks and 50% have made 2 or 3 levels of progress. The delivery of this programme is through short individual sessions reflecting the school's commitment to minimising the time pupils are removed from their main class learning.

Assessment for learning strategies are embedded in every lesson. As a result of the knowledge organisers stuck in their books, pupils are very clear about what they are learning. The cumulative quizzes are effective in assessing their progress in terms of knowledge acquisition and memory. Pupils make effective use of their knowledge organisers to prepare for assessments. The impact is that pupils are remembering more.

Termly written assessments for reading, spelling, punctuation and maths are used to identify gaps in knowledge or skills to inform future planning. A system called O Track is used for gap analysis and for tracking progress. B Squared is used effectively as an assessment tool. It is a small step intervention plan with targets for the pupils to achieve. They can tick these off as they master them. This is used with pupils who are working 2 years behind their year group and pupils are used to working on their targets alongside their classwork. Pupil ownership of their targets is helping them to make rapid progress.

Pupils get constructive feedback following each formal written assessment. They explained to me that the use of different coloured highlighters by staff enables them to see where there are errors in punctuation, issues with the way a sentence flows and where there is particularly good writing.

There is a rigorous cycle of monitoring that includes the following: lesson observations, drop-ins, pupil surveys/voice, parent surveys, learning walks, book scrutinies, data-analysis and termly Trust School Performance Reviews. This is informative for leaders and valued by staff. The outcomes are used to inform school improvement planning.

Next Steps:

- Coordination of pupil voice studies by subject leaders.
- Seek more opportunities for staff to observe outstanding teaching in a range of curriculum subject areas.
- To ensure that gaps in learning are continued to be filled through next steps planning opportunities.
- Support the high number of new teachers to be confident and proficient in assessment techniques.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Strengths

Behaviour seen on the day of the visit was good. Any infringements of the school behaviour policy are swiftly picked up and dealt with, calmly and efficiently, with compassion for all the children involved. Behaviour has improved considerably over the last few years. There is an inclusive ethos to learning with time spent away from their class due to infringements of the behaviour policy minimised. To achieve this, intervention plans have been carefully constructed to have maximum impact in the minimum time. A teacher, who after completing the NPQ in Behaviour and Attitudes, introduced and led on 'Zones of Regulation'. This system is used to really good effect across the school, particularly with the most vulnerable pupils. There is a common language of regulation amongst staff and pupils. The pupils are explicitly taught the emotional language they need to express their feelings. This starts with the use of symbols in Year 3 and progresses to more precise language. Pupils work on activities to understand, develop and use their 'inner coach' and 'inner critic'. The staff are creative and will use anything at their disposal to help a student to regulate their emotions.

Students display high levels of tolerance and empathy. Posters around the school like 'Planet Non-Binary' make students think about a range of important topics. After discussing transgender rights in class, the school council told me how everyone in the school has the right to be who they want to be and the school is really good at making everyone feel included. One pupil went further and said, "we need to celebrate differences." Assemblies support the understanding of protected characteristics with follow up activities for pupils. Pupils are given the correct language to use. The Hygge room at school is full of resources to support this area of the curriculum. A teacher told me about how reading 'My Shadow is Pink' with her class had a huge and memorable impact on her class, a moment of real acceptance she will never forget.

Peer to peer support is really strong across the school. One of the schools anti-bullying ambassadors told me that her role is to help people to find someone to play with or play with them herself. The children were really positive about how effective this strategy is. Assemblies are used to good effect to promote the school values, British Values and religious festivals. The pupils spoke enthusiastically about a speaker who came in to talk about racism and Rainbow Laces. The school council told me how, when Queen Elizabeth died, our pictures and notes were taken to London for us. The school council feel that they are listened to and their ideas given proper consideration.

There is a PSICHE library for pupils. Every class has a copy of 'Rights for the Child' and 'Pantosaurus and the Power of Pants' in their reading area. These are read as a class and used to stimulate discussion. Pupils were quick to tell me that they have the power to say no if someone asks them to do something they don't want to do. Staff have a Pantosaurus key ring on their lanyard and pupils know this means that they can talk to them. They were keen however, to tell me that all staff in the school are safe to talk to.



Report on IQM Inclusive School Award



There are a wide range of extra-curricular activities available to the children including sports clubs, gardening, choir, yoga and science club. Participation is monitored by ethnicity, gender, Send and Pupil Premium. I was told by the pupils that football is a big thing in the school and that there are “enough clubs to fit the whole school in.” This is an amazing recognition by pupils of the school’s provision in this area. There are plenty of cultural capital opportunities for the pupils including trips to London and theatrical performances. SEND pupils have access to bespoke events run by Derby County in the Community.

There is fantastic wrap around provision to support the most vulnerable. The intervention support log includes details of those children who need visual check-ins and parental meet and greet at the start of the day. I spent some time with the children in Lucky Lunch club. This is open to all, but there are pupils who regularly attend and enjoy playing with sensory toys. One of the boys said, “I feel lucky at Lucky Lunches, it makes me feel happy and excited,” Xavier, the puppet, who also attends Lucky Lunch club, was in total agreement!

The high quality of the Personal Development Scheme of Learning reflects everything the school is trying to achieve. It enables pupils to make informed decisions about their well-being, relationships and health. It is based on SCARF and has the following core elements:

- Me and my relationships
- Valuing differences
- Keeping safe
- Rights and respect
- Being my best
- Growing and changing

It is clear how this provision reflects the school values.

Next Steps:

- Continue to work with parents and external partners to improve attendance.
- Ensure a consistent approach to picking up and resolving low level behaviour.
- Continue to use pupil voice to monitor the voice and daily experience of the children and inform action planning.
- Aim for personal development to be outstanding by building in further aspirational work e.g. STEM projects and raise awareness of more global issues.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers, Guardians

Strengths

The school website states 'At Oakwood Juniors, the staff and Governors work in partnership with parents and carers. We value the contributions of a child's whole family and are committed to building strong links with the community. We know that the more parents are engaged in their child's learning the greater the achievement and we are delighted to talk with you about any aspect of your child's learning and how you can support them at home.' This statement encapsulates what day to day practice looks like at Oakwood.

There is a very impressive open-door policy. Parents say they can walk in to school, call or email and their concerns will be followed up in a timely manner. By responding swiftly staff ensure that small concerns do not escalate. 95% of parents who completed the parent survey said that the school respond well to any concerns raised. The school also supports as much as they can with out of school issues. There have been workshops for parents which are highly valued and well attended. Parents requested one on ADHD so the school found a specialist to deliver the workshop. The open afternoons offer parents a window into the life of the school.

Communication with parents is strong; dojo, emails and parent hub are all used to good effect. A parent was keen to tell me the story of how at Easter a post on dojo was informing parents that the school had been given some free Easter eggs for about 50% of the children. To ensure fairness the school said that a raffle would be held to see which pupils got an egg. Within a matter of minutes parents had responded pledging eggs so that every child could receive one. This strong partnership between home and school is very special. Parents trust the school to do what is best for their child. They say that their children find the staff at Oakwood approachable. They can cite many examples of when staff have been creative in removing barriers to learning. One parent said, "I could give you examples all day about the inclusivity of the school." One parent said, "The staff know the pupils well and are interested in the progress of the children, even after they have left." They appreciate the personal touch. This is very much a part of the culture of Oakwood.

The parent newsletter is valued and contains a wealth of information and guidance. The copy I saw had articles on activities to do with the Family, 'strategies for coping with your children's anxiety', information on domestic abuse and its impact on children and a link to the charity Young Minds.



Report on IQM Inclusive School Award



Parents of children with SEND feel they play a huge part in the formulation of their child's personalised learning plan. Parents very much feel part of the team around their child. They appreciate the wealth of expertise in the school and the role of the external agencies in securing a fully cohesive support plan. They felt that all provision needed is in place. They told me how the school is brilliant at including children with significant needs in the life of the school and in classroom learning.

Next Steps:

- Establish calendar of workshops for parents/carers.
- Encourage the engagement of parents by recognising the skills they have to offer – aspirational/careers.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

Strengths

The school has established sustainable links with a wide range of external agencies and with the local community. The school has an outward facing approach with the needs of the pupils firmly in mind. Leaders are constantly seeking new links to provide opportunities for the children or to access support to meet identified need.

The school ensures the children are well informed about the full spectrum of faiths which reflect our global community. The local church come in to school to mark religious festivals and teach the children about Christian values. The Open Centre in Derby provides education about other faiths. For example, they ran a day for Year 4 on Judaism. Year 3, 5 &6 are visiting a synagogue and mosque next term and the Year 6 team of teachers are organising a talk from humanists. These experiences provide the pupils with opportunities to ask questions and consider different viewpoints.

There is a strong link with the local PCSOs who will stop by to spend the lunch break with pupils. This enables pupils to interact with them in a positive environment. They support safeguarding in the school and contributed to raising awareness of knife crime, a local and national safeguarding priority. This input was followed up with individual work with certain children, supporting referrals made by the school. Family support workers are based at the local children's centre and attend 'team around the family' meetings.

Safety, both physical and emotional, is one of the school values and to support this the fire service have recently given a talk to Year 6 on fire safety. Children are also meeting with the NSPCC about keeping themselves safe in a wider sense. Derby Community Trust work with the school on a range of safeguarding issues by delivering assemblies. As a result of the impressive input the pupils receive, children feel safe to make disclosures. The pupils told me about a well-being group they attended as part of a trial with Derby Council. They explained that it helped them talk about feelings and emotions and that it is now being rolled out with the whole class.

The teaching of British values is strong in the school with a number of activities linked to the multiple strands. The High Sheriff came into school and talked with the pupils about British values and his role in the community. The school prepares pupils well for their next steps and future aspirations. Enterprise Derby organised for local employers to come in to challenge stereotypes in the work place.

The school has taken the lead to develop collaborative working across the Trust schools. The Deputy Head has set up co-ordinators network meetings which provides opportunities for colleagues to share best practice and discuss issues. The CEO is proactive in seeking out external agencies and experts who can support schools to meet the needs of pupils. An educational psychologist is employed to work across the schools. A specialist learning mentor is deployed to individual schools on a need basis, to work in a targeted way with children who need specialist intervention. The Trust places high value on its close links with the local authority. This partnership enables schools to capitalise on the full range of agencies available to them.

Next Steps:

- Build and embed links with local companies to expand upon career knowledge.