



Assessor's Evaluation for the IQM CoE Award



School Name Oakwood Junior School
Holbrook Road
Alvaston
Derby
DE24 0DD

Head/Principal Mrs C T Atwal

IQM Lead Mrs N Fray

Date of Review 14th December 2023

Assessor Ms Siona Robson

IQM Cluster Programme

Cluster Group Inclusion Fusion

Ambassador Ms Alison Merrills

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Summer 2022		
Autumn 2022		
Spring 2023	7 th February 2023	No
Summer 2023	21 st June 2023	No
Autumn 2023	14 th November 2023	No
Spring 2024	7 th February 2024	
Summer 2024	26 th June 2024	

The Impact of the Cluster Group

Staff have been unable to attend the last three meetings. For two of the meetings the Headteacher, an Ofsted Inspector, was out of school and for the third, the school had a Special Educational Needs and Disabilities (SEND) Review and all staff had to be on site.

Senior staff are aware of the requirement to attend these meetings as part of their status as a Centre of Excellence. I emphasised that if the Inclusion Lead is unable to attend the school can send an alternative member of staff who will disseminate information and would benefit from attending in terms of their professional development.

The school had purchased two tickets for the IQM National Conference in November, but because of a Safeguarding Review were sadly unable to attend this.



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Evidence

- Meetings with Teaching Assistants (TAs).
- Meeting with the Learning Mentor and Inclusion Lead.
- Meeting with teachers.
- Conversation with parents.
- Conversations with Governors.
- Documentation linked to targets.
- SEND review.
- Pupil meeting.
- Learning walk.



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Summary of Targets from 2021-2022

Target 1:

Weave Cultural Capital through the whole curriculum within context and give reference points to topics, allowing pupils to develop schema relating to enhancing Spiritual, Moral, Social and Cultural (SMSC) development.

Review and Impact:

The school recently organised a creative arts day on Black History Month. Year groups were given a composer, an artist or an influential figure to research and create a piece of art based on the work of these people. Classes had creative freedom. One class researched Mary Seacol, a nurse in the Crimean War. The pupils looked at a sea shanty and produced a picture of a seagoing vessel. On the boat and the waves, they wrote what they had learned. In a follow-up English lesson, pupils wrote a diary entry from Mary Seacol's perspective. The sea shanty links to the music unit which will be covered later this year.

Each year group has visited a different place of worship and benefited from workshops delivered by the Open Centre, a local multi-faith organisation. These contacts have ensured pupils have a greater understanding of religious diversity and a first-hand experience of a range of faiths. Assemblies have had input from the local church, a humanist speaker and a representative from the Open Centre who spoke about Sikhism. Pupils told me about their visit to the Holocaust Centre in Nottingham. "It was a new experience and I learned more about World War II".

Science Capital, a strand of the school's cultural capital provision, has been enhanced by external speakers. An engineer from Network Rail recently launched an engineering competition, running through the website, 'If I Were An Engineer'. Pupils benefit from a science club and can participate in a range of activities including one with East Midlands Railway where pupils and parents are collaboratively building a model train with working parts. In January, Rolls Royce is coming in to talk about the broad range of professions in their sector and pupils will be able to visit the Rolls Royce plant to see these in action. To broaden horizons and raise aspirations a letter has gone out to invite any parent working in a scientific field to come into school to talk to pupils.

The English Heritage website has been used by staff to provide virtual tours for children which has disproportionately benefited Pupil Premium (PP) and SEND pupils. The suggestion to use this resource came from a Continuing Professional Development (CPD) course attended by a member of staff. Going to Newstead Abbey was a genuine experience for some pupils. A few pupils questioned as they travelled whether they were still in England; reflecting that some pupils have a limited grasp of the area outside Derby.

Next Steps:

- Visit places and events that bring a wider range of subjects to life, e.g. visiting art galleries supporting curating at school.
- Build further opportunities for appreciating diversity.



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Target 2:

To establish and embed a fully inclusive SEND Code of Practice within the school.

The Deputy Headteacher is now the Special Educational Needs Co-ordinator (SENCo). They took on this role in September 2023 following a period of significant absence of the previous postholder. They have had a real impact in a relatively short time. The monitoring of SEND has significantly improved, when leaders conduct learning walks or pupil voice activities, pupils with SEND are now the first pupils they speak to. Learning walks are also used to check that adaptations are in place. This is providing robust feedback around this target. Staff have received training on how to make adaptations to their pedagogy and resources. The number of Education, Health and Care Plans (EHCPs) is now above the national average. This number has increased because of the tenacity of the new SENCo who is determined to recognise and address the needs of pupils in the school. The Local Authority (LA) has recognised the work that has been done on SEND at Oakwood and is now recommending the school to prospective parents who are looking for high-quality provision. A staff member told me, "the SENCo has made a significant impact and is constantly looking at ways to develop strategies to support the children. She is always available and approachable."

In every classroom there are visual timetables. Pupils are given a choice in terms of how their timetable is represented. Adaptation packs which were previously given out in their entirety to all pupils with an EHCP; however, these are now tailored to meet individual need. These are informed by pupil voice and choice. The school operates on the mantra, 'we provide what the child needs rather than a blanket provision for a particular need or diagnosis'. The school has moved to a very individualised approach, with careful consideration given to what a child needs to be successful. Pupils' reading logs have been reviewed to include resources that will benefit all pupils but in particular support pupils with learning needs. These include times tables number bonds, multiplication squares, punctuation, unusual spellings and high-frequency words. Pupils are making good use of these resources to support their learning.

When planning lessons, teachers consider how the teaching, support provided and resources need to be adapted to meet the needs of SEND pupils. Teachers use a lot of dual coding to provide visual support for key vocabulary. The curriculum has a SEND guidance document with a bank of resources and strategies to use to support pupils to access the same learning goal, facilitating an adapted approach to achieving this. Every lesson for a subject follows the same structure using the same models so that pupils can easily identify the key elements of an activity. A teacher told me that students in their class will say, "it is the remember more time, I need to think about the last lesson". At the end of each lesson, there is a cumulative quiz that grows with their learning, recapping prior learning. Analysis of these quizzes provides information on gaps which in turn drives the same day intervention provision.

The curriculum provision is responsive to baseline data, so in Year 3 there are phonics sessions twice a day and a phonics intervention slot to address insecure prior learning. This gap was greater with current Year 4 but because of a literacy transition project, this has reduced for the current Year 3. Year 4 pupils still receive targeted phonics support for those children who need it from the specialist reading teacher. Leaders told



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me about a recently observed Year 4 reading lesson in which the teacher had adapted the comprehension questions, providing scaffolding to ensure all children in the class were successful. Some pupils were signposted to the paragraph or line of text while others had the whole extract with little or no scaffolding.

The school has invested in sensory toys for pupils. These are helping pupils to stay focused in lessons and concentrate on what the teacher is saying. These are less distracting for other children around them.

EHCP overviews are now available for staff, in an electronic folder. These overviews break down the targets and TAs can then highlight those, that they are supporting a child with. This in turn is supporting tracking and assessment. Staff have received training on how to write personal learning plans, to ensure targets are smart and relevant and that they triangulate with EHCPs. Strategies from pupils' Boxall profiles are now included in the personal learning plan. These learning plans are quality-assured by the SENCo and amended as needed considering her feedback. The school has invested heavily in the training of TAs. A recent session covered precision teaching and the next one will be on sensory processing. This ensures that TAs are kept up to date in terms of their knowledge and skills. They told me, "training has given us the toolkit to do our role effectively, we go into a lot more depth now in pupil interventions". "We now have the necessary resources in school such as socially speaking books". Each TA has an intervention folder. A tailored baseline assessment is in place for each intervention. A final assessment at the end of the program allows impact to be measured. High-quality TA support has made a dramatic difference to children's anxiety levels. Support is withdrawn appropriately to build independence. TAs use positive and encouraging language, "you are super good at your mathematics". The use of inclusive language and a calm approach ensures that children with significant needs are successfully included in the mainstream classroom.

Regarding the level of support their child receives a parent told me, "everything is brilliant. They know what my child may need to come to school. They show an interest in their hobbies. Teachers have bought football stickers as a reward as they like football." It is this personalised approach that is making all the difference and building trust with parents and pupils. "They go above and beyond". "The new SENCo is brilliant". Parents are kept updated and are confident that staff are delivering the strategies on their child's personal learning plans. "Communication is brilliant, if there is an issue, I will get a phone call, so I am updated and prepared for when my child gets home". "Communication is 10/10, above and beyond". The SENCo is hands-on and this is appreciated. Parents feel listened to and value the half-termly newsletter. The SEND parents' coffee morning came out of the parental discussion with the SENCo on the new school policy. The parents I spoke to helped organise it and were also part of the group that worked on the new policy, providing them with the opportunity to sense-check it and give feedback on its readability. The parents have ensured that it is clear, accessible and as far as possible, jargon-free. One change that was suggested was removing, 'the need to build partnerships with parents' and replacing it with, 'the need to build a relationship with parents to meet a child's individual needs.' One parent told me, "to be part of this was massive". Parents value contributing to the Personal Learning Plan (PLP). "Staff are approachable and will always try something different, it is never a dead end".



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Next Steps:

- One-page pupil form jointly completed by parent and staff.
- SEND working parent group.
- Further SEND newsletters.
- Individual provision maps.

Target 3:

To embed a robust and positive culture of behaviour across the school.

A new behaviour policy has been introduced alongside significant training for staff to achieve consistency across the whole school on the positive management of behaviour. The school's values have been integrated into the behaviour policy. Each value now has a tagline. The value of kindness is accompanied by the statement, 'we should show kindness through our actions and choices'. A recent revision to the policy was to provide visuals for the ladder of actions with dual coding to ensure its accessibility for all learners. Staff allow children to check the display and will reinforce to the pupils that it can be put right.

Staff found recent autism training useful and took away the message that behaviour is a form of communication. "We as staff, are always asking, why? Is there a trigger?" Restorative conversations are beneficial and are vital for children with Special Educational Needs (SEN). There is lots of reinforcement that it is the behaviour that needs addressing not the child. Being part of and supported by the behaviour hub has helped to embed these messages. An independent behaviour specialist comes in and works with parents, pupils and class teachers in a way that is in line with the school's policies, approach and values. Staff are highly reflective regarding the challenge of having conversations with parents, ensuring that they differentiate what is a behaviour that is a means of communication and linked to a diagnosis and what is a behaviour which is an obvious choice by the pupil.

As a result of targeted training staff are growing in their expertise in terms of supporting pupils to self-regulate. Staff have been empowered to disseminate training. A TA ran a session on autism advocacy following her Part One training. There are now assigned key adults for every child who particularly needs this consistency when they are dis-regulated and for other children, staff recognise that a change of face is needed. The key is getting the right adult or a different adult to support the child according to what works best for them. Staff knowing when to leave the child is also a key element in this provision.

Two important new roles in the school in the last year are the appointment of a Learning Mentor and Inclusion Teacher. Pupils now have high-quality support in how to self-regulate, are supported when they are de-regulated and can return to class in a timely way. Proactively, these members of staff are teaching pupils the skills they need to identify their feelings and emotions and the tools they need to self-regulate. On my



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learning walk, I saw a group working with the Learning Mentor on Zones of Regulation. I asked a pupil what the colours meant. They responded, “the green zone means you are happy and ready to learn”. The work around Zones of Regulation has provided pupils with the language to express their emotions. One pupil told me, “I am drawing a picture of how to get out of the blue zone. I have drawn a Godzilla, as it is my favourite character. If I think of him, it will make me happy and will help me go into the green zone.” Zones of Regulation are placed on pupils’ desks so they can use these to recognise where they are and how to get back to the green zone. Staff work collaboratively with children to ensure deregulation does not escalate.

The Learning Mentor provides feedback to staff after sessions which in turn informs pupil learning plans. Staff find this feedback valuable as they can reference it with pupils in class. This ensures a joined-up, triangulated approach to supporting a child with their self-regulation. The Learning Mentor also leads on restorative conversations, building in the pupil’s empathy and understanding of the effect and impact that their choices might have on others. This is followed up as appropriate with parents, referrals for early help assessments completed or signposting to internal or external support. This is helping build a bigger picture around the child. By sharing behaviours at home, the school has been able to support family life with further bespoke sessions. If a pupil, for example, is struggling with playing with siblings, Lego therapy might be used to support them.

Staff are positive about these new appointments. They describe a more positive atmosphere and how it has given them all a boost having these two familiar faces around school. It has also provided easier access, as staff can request support from these colleagues at any time. A member of staff explained that, “with the support from the Speech and Language Therapist (SLT), the work of the Learning Mentor and Inclusion Lead we now have a real plan concerning behaviour.” The changes put in place over the last 12 months have impacted across the board. Staff all have different areas of expertise which contributes to the success of the strategy. They told me, “there is always someone for every situation”.

Social stories are used daily, some sessions are timetabled and some are arranged as a response to need. Both the Learning Mentor and Inclusion Teacher have dynamic gaps in their timetables to respond to arising situations. Today, for example, an intervention was run on how to ask questions appropriately around a protected characteristic. This was arranged because of a conversation overheard between children around gender identification. A timetabled slot might link to a child’s PLP which might, for example, look at playground expectations or building and sustaining friendships and what to do when things go wrong.

Monitoring of behaviour is very robust. Behaviours are categorised by type including around protected characteristics. This data informs the weekly plans for the Learning Mentor and feeds into interventions and social stories. Interventions are tracked on the school’s main tracker, which links to the provision map. The data clearly shows the impact of this target. Incidents in the playground have reduced by 50% since September. Incidents relating to sexual behaviours were a concern last year and to date this year there have been no incidents.



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Next Steps:

- Create scripts for speaking to children about Zones of Regulation and self-regulation to ensure consistency.
- Monitor and evaluate the behaviour policy to ensure the behaviour initiatives are embedded within the school.
- Run parental workshops to encourage positive behaviour (Coral Schloss).

Target 4:

To support pupils eligible for Pupil Premium Funding (PPF) to reduce the attainment gap.

The progress of PP pupils has significantly improved. Pupils at Oakwood Junior School now outperform PP pupils nationally. The school has a comprehensive PP strategy with a comprehensive range of approaches and interventions targeted at reducing the attainment gap. The new curriculum is endorsed by a leading Department For Education (DFE) PP Consultant. The curriculum embodies the 'Rosenshein' approach of, knowing more and remembering more. This has been of paramount importance for the PP children at Oakwood. The school is now an example of good practice for this area across the Trust.

With any activity staff have PP pupils at the forefront of their planning, proactively prioritising and encouraging these pupils to participate. There is careful consideration given to removing barriers to ensure PP pupils either have the resources they need to access a competition or time might be provided during the school day. There was a wonderful opportunity for children to contribute a piece of art entitled Perfect Pets. One hundred pieces of art from children across the school were selected to be part of a published book of pupils' work. To ensure PP pupils had access to this and benefited, instead of this being done at home the Headteacher allocated a block of time in school to this. As a result, most of the work selected for publication was from PP pupils.

A mathematics 'greater skills' club at lunch time supports PP pupils, providing further stretch and challenge. The lowest 20% of readers get listened to by an adult every day and then the school prioritises any remaining PP pupils for reading aloud. Improved reading fluency has helped close the gaps across the curriculum. PPF is being used to purchase Voice 21 to support speech and language, which is a priority for the school.

Next Steps:

- Improve attendance of pupils eligible for PP.
- Ensure all staff delivering intervention know who the PP pupils are in their group.
- Identify and track those additional 20% of pupils who fall just under the PP threshold.



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Agreed Targets for 2023-2024

Target 1:

To improve the attendance of all pupils and target subgroups of PP and SEND so that it is at least in line with national figures.

Comments:

- Review attendance strategy.
- Development of the new role of Attendance Officer.
- Develop family engagement concerning attendance.
- Develop a whole school attendance reward system.
- Identification of need for early help – Early Help Assessment (EHA), referrals, Team Around the Family (TAF).
- Linking with LA on the PIEA government attendance initiative.
- Seek and utilise best practices and outcomes of research.

Target 2:

Children to have a secure knowledge, understanding and empathy of protected characteristics. Teaching staff to have a secure understanding of how we promote equality and diversity across the curriculum and the skills to promote this effectively in lessons and challenge appropriately.

Comments:

This target was discussed on the review day. I will introduce them to IQM schools that have worked on similar targets to share best practices.

- Create resources for each class to share and adapt for their key stages stating the protected characteristics and the detail around each one.
- Pupil Voice and learning walks to monitor the impact of this.
- Consider Philosophy For Children (P4C) as a tool to challenge a particular protected characteristic through the image or text used as the stimulus.
- CPD for staff around the protected characteristics.
- Look at the UNICEF Rights Respecting School framework.
- Use literature spine as a learning resource.



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- Teachers to plan to challenge stereotypes within the curriculum they teach, for example when selecting the books they read to the class or within Religious Education (RE)/Personal, Social, Health and Economic (PSHE) lessons or taking opportunities to speak to pupils about the protected characteristics following conversations within the school day between pupils.

Target 3:

To embed a fully inclusive SEND Code of Practice within the school.

Comments:

As the new SENCo has only been in post a term it was agreed that although progress has been impressive in this area it should remain a target. This will be combined with continuing to work on supporting pupils with self-regulation.

- One-page pupil form jointly completed by parent and staff.
- SEND working parent group.
- Parental workshops on areas of SEND and emotional regulation so strategies can be used at home.
- Consider interventions that involve both the parent and child to model behaviours and language and build relationships and consistency of response.
- Further SEND newsletters.
- Individual provision maps.
- Create scripts for speaking to children about Zones of Regulation and self-regulation to ensure consistency.
- Continue training on adaptive teaching and quality assurance.
- Planning for new build to be used for interventions.
- Look at sensory spaces around school – look at the Hippo Space idea.
- Consider sensory circuits based on NEST practice in other schools.



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Overview

Oakwood continues to make great strides in its inclusive journey. This journey is driven and facilitated by a culture of distributive leadership, high levels of trust in staff and high-quality professional development and training opportunities. Describing this journey, the Headteacher commented, "inclusion has grown exponentially. We are now known as a particularly strong school concerning meeting complex needs and as a result, a parent has been signposted to us by the LA." Staffing has been expanded to support inclusivity with a Learning Mentor, Inclusion Lead, a day a week of a behaviour specialist and in January an Attendance Officer will join the Inclusion Team. There has been significant investment in training. A total of 48% of pupils are on the Pupil Premium (PP) register and at least another 20% fall just below this level. Progress data is above national and Local Authority (LA) levels for all pupils and most impressively for PP pupils. The school is held up within its Trust as a centre of good practice concerning PP progress. The school goes above and beyond in terms of its use of the PP funding to remove barriers for these families. The PP strategy is driven by the needs of the children currently in the school and the needs of the local community and the impact is seen in the progress data.

The Chair of Governors comes into school frequently and comments on how the behaviour in lessons reflects high-quality teaching. This is something I observed on the review day. There are children at Oakwood Junior School who have significant needs and they are well supported. The Governors hold the leadership team to account. They are well-informed regarding the school's inclusive priorities. An agenda item discussed at length last week was the work the school does with families to support and where possible remove any financial barriers to any aspect of school life.

Social stories are now used more consistently to support the children. They are run by the Learning Mentor and might be linked to safeguarding situations and may well be something the pupil has witnessed or is aware of, such as domestic abuse. This helps the pupil to recognise what the situation is, use the correct language and provides a safe and open environment for the pupil to talk about their experience or feelings. It also establishes a trusted adult whom the pupil can share with in the future without starting from the beginning again. Pupils identify their trusted adults to enable them to see the wide range of adults available to them.

The school has embedded the Curriculum with Unity Schools Partnership (CUSP), a research-based curriculum based on the Rosenshein principles. The curriculum provides a thorough framework to meet the needs of Special Educational Needs and Disabilities (SEND) children and supports staff to make adaptations to lesson resources. It provides structured lesson plans with chunked knowledge notes that detail intent, vocabulary and dual coding. The knowledge notes can be adapted to avoid cognitive overload. Pupils are now able to clearly articulate what they have learned using the key vocabulary. SEN pupils can explain the pathway of a specific learning idea, for example, explaining the process by which rocks are formed. The school has recently appointed a Reading Teacher to work with the lowest 20% of readers across the school providing one-to-one intervention using Read Write Inc. Whole class phonics lessons have been introduced in Year 3. The Reading Teacher and English Lead have observed lessons and provided staff with detailed feedback. These coaching conversations are valuable and



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instructive for teachers. I visited a Year 5 lesson in which pupils were constructing their poems using the techniques of alliteration, homophones, rhymes and metaphors. Scaffolding and examples were provided by the teacher. A pupil was able to explain the techniques to me with an impressive level of detail and clarity.

The school has made significant strides with adaptive teaching over the last 12 months. The newly appointed Learning Mentor who has a specialist school background has delivered training to staff in the autumn of 2023 on using Boxall profiles to identify strategies for all children. This may include pupils who have anxiety, those who struggle to come into class in the morning or are demonstrating low-level behaviour issues. Staff value the fact that this has pinpointed specific issues and given them signposting to targeted strategies. Conversations with parents are now more focused. This work is beginning to have a real impact. Gaps in understanding and application of knowledge are identified and are closed using same-day interventions.

Assessment has improved over the last year. Each subject now has its assessment package adapted by the subject lead to align with the CUSP curriculum or the school's schemes of learning dependent on the subject. Regular assessments are completed for every subject which raises the status of all the subjects in the curriculum. Subject leads have freedom and ownership of the assessment design for their subject. This is informed by research and Continuing Professional Development (CPD). As a result of CPD the Art Lead introduced assessments informed by best practices from other schools. A gallery of pupils' work is peer and teacher-assessed. It is a collaborative, reflective activity for pupils. This is a fantastic opportunity to develop pupils' social, moral and cultural skills and also builds resilience as pupils have to accept and respond to peer feedback. Before this assessment activity, pupils were given coaching on how to give and receive feedback in a supportive way. This collaborative approach to supporting each other with their learning has had a knock-on effect on other subjects. Pupils are now saying to each other, "you did get it wrong this time but do not worry we can work together, I will give you a hand". A recent pupil voice and book study in art showed the impact of this collaborative approach to assessment and how mutually supportive pupils have become. One of the SEND pupils simply said of the Art assessment process, "it makes me feel free". Assessments in mathematics, reading and grammar are now in line with other schools in the Trust to facilitate moderation and benchmarking.

The school has developed several new partnerships over the last year. Music partnerships have strengthened the specialist delivery of this curriculum area. Joining a behaviour hub has been an important new partnership and this, combined with support from the Behaviour Specialist, has had a significant impact. The school now uses Compass to provide mental health support and STEPS for autism referrals. Parents had access to Compass and the school's Behaviour Specialist at their inaugural open coffee morning. Parents can now stay and read with their child in Year 3.

The school has made significant strides in terms of transition from the next-door infant school. Junior school staff have written a literacy unit for the infant school to implement based on the book 'The Colour Monster'. During the transition days, people explore the book in greater depth which has provided more continuity. Bespoke transition days are organised for SEND pupils alongside individual meetings with their parents to



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proactively build relationships and identify need before pupils start at the junior school. Parents praised the transition from one year to another. This is tailored to meet needs and one parent told me that their child had the opportunity to have at least a three-day transition because of the parent sharing their child's worries around moving up a year group. When a parent raises any concern, parents tell me it is just solved without fuss. There is a symbiotic relationship with parents. Parents appreciate the adjustments that are made to try to get all children involved in activities. Put simply a parent told me, "no child goes without at Oakwood".

The impact of the school's focus on adaptive teaching has had a clear impact. It was a real pleasure to walk around and visit classrooms at Oakwood Junior School. Pupils could articulate how teachers scaffold learning and support their learning. A pupil told me that, "in reading lessons, if you need help, they give you a sheet with hints and clues. You might also get help from the My On or the Freckle Apps". Learning at Oakwood happens in a calm and studious environment. Their emotional and learning needs are being met. Adaptations in terms of scaffolding or challenges are in place. Staff were keen to tell me how much better they now feel they are at adapting their lessons to meet the learning needs of all pupils. There is an open and collaborative approach to sharing adaptive teaching practice. Collaborative learning is a feature of lessons. A pupil said, "I sometimes help people who struggle with writing or mathematics. I explain it in different ways, try to make it fun so they can remember it." A teacher emphasised this collaborative approach when saying to their class, "can anyone help us over here?"

The pupils are aware of the work done on behaviour and emotional regulation and were able to articulate its impact. "Two of my friends are supported by the Inclusion teacher. He will help them calm down and they will come back into the classroom happier and ready to learn." Another pupil commented, "Zones of Regulation help me back to the green zone when I am angry or sad". Finally, a pupil said, "the behaviour policy is better; behaviour is better and the warnings help a lot".

Overall, a very impressive first year as a Centre of Excellence School. Well done to all at Oakwood Junior School.

I continue to be firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms Siona Robson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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