



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 Ms Nicola Fray

Date of Review 1st April 2025

Assessor Mrs Kirsty Rogers

IQM Cluster Programme

Cluster Group Inclusion Fusion

Ambassador Ms Alison Merrills

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	14 th Nov 2023	No
Spring 2024	7 th Feb 2024	Yes

Lyndon School. Oakwood have, as a direct result from attending this cluster day, changed things with regards their attendance presentation of data and tracking. They now look also at absent sessions and not just percentages, enabled to appoint a full time Attendance Officer who has the skills to support more Early Interventions and celebrate attendance. The school has now improved attendance up to 93.9% which is by over 2% points compared to previous years data.

Summer 2024	26 th June 2024	No
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Hardwick Primary School

Autumn 2024	18 th Nov 2024	No
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St Giles Spencer Academy. As Headteacher was out undertaking an OFSTED Inspection.

Spring 2025	13 th Feb 2025	No
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Assessor's Evaluation for the IQM CoE Award



At Westfield Infant School. As there was an unexpected staffing issue that needed immediate action.

Summer 2025 TBC

The school has attended both IQM's annual Conferences and found this a good source to network and learn more about inclusive good practice.

From discussing the importance of proactive attendance at each termly cluster meeting with the IQM Lead (Deputy Headteacher) and the Headteacher – they both shared the same passion to attend and realise that they now must attend each cluster meeting as part of the IQM CofE status. It was clear that one of these members of staff must be in the building and unfortunately there was a clash with OFSTED Inspection duties that needed to be upheld. We also discussed that they would be happy to hold a cluster meeting day soon.

Sources of Evidence:

- **Arrival:** a very warm welcome and induction into the school.
- **Tour of the school:** with the IQM Coordinator (and receptionist when the DHT had to take a safeguarding phone call) visiting each classroom and area of activity.
- **Staff Meetings:** with IQM Coordinator/Deputy Headteacher and various key staff – classroom staff and admin staff.
- **Lesson Observations:** All year groups. Whole school Assembly and formal lessons.
- **Student Voice:** with a small group of students from different year groups.
- **Parent Voice:** This was planned – unfortunately, this phone conversation was unable to be undertaken as the parent's circumstances changed on the day.
- **Documents:** Policies, School Development Plan, website and 2024 onwards Events Journal.
- **Classrooms & other education areas:** Classrooms are very inviting and have similar information but designed and presented in different ways – accommodating the teacher's personality and making it age appropriate. The library is a lovely light and airy space that is used throughout the day. Break out rooms and resource spaces are constantly used for small groups or 1-1 sessions throughout the day.

Meetings Held with:

- Headteacher, Deputy Headteacher /IQM Coordinator
- Staff: teachers, HLTA, TA, Reception staff
- Governor: The Chair of Governors



Assessor's Evaluation for the IQM CoE Award



Evaluation of Targets for last 12 Months

Target 1: To improve the attendance of all pupils and in particular for target subgroups of PP and SEND so that it is at least in line with national figures.

Since September 2024, the school has updated its Attendance Policy so that it is in line with DfE guidance and new codes. There has been a massive shift in making attendance everyone's responsibility when talking with the children and their families – especially on the door meet and greet times. The new weekly attendance rewards, vouchers and attendance stars systems are beginning to show a positive impact as attendance has increased to 93.9% - which is over 2% higher than last year's figures. The school tracks sessions of attendance / non-attendance and not just percentages.

They unfortunately still are without a Local Authority Education Welfare Officer to support the non-attenders and their families. The focus on celebrating attending through different reward systems is helping most of the children and their families – but there will always be work to be undertaken to change a few stubborn cases. Over time the senior leaders feel that even more progress will be made in this area – especially as, when the children do remain in school, they enjoy their school and all that it offers them.

Next Steps:

A new Attendance Officer is to be appointed early in the summer term (due to promotion). The Learning Mentor and a SEND HLTA will share responsibility with the Attendance Officer to continue to develop family engagement and complete early intervention referrals etc. Re-establish the working role of the Attendance Officer and embed the systems that have recently been established.

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 used and challenge appropriately.

The children displayed many of their posters showing their understanding and it was evident when talking with them that they readily promote equality and diversity amongst themselves and others at school and at home. They were readily discussing how many trees that it will take to cover the size of their school as part of the Earth Day (which was discussed in the morning assembly) to be then planted in Africa.

Next Steps:

With each new cohort of children, the school plans to continue with children-based posters to have around the school and shared with parents/carers etc. As the library develops, more suitable books and other literature is being sourced and shared with the children in lessons (via PSHE curriculum – they use Jigsaw), assemblies and through the bespoke targeted sessions with individual children. The school's ethos is based around their values of Safety, Positivity, Aspirational, Resilience, Respectfulness and Kindness which also indirectly promotes equality and diversity that is celebrated with the



Assessor's Evaluation for the IQM CoE Award



children and their families – especially on particular themed days such as Martin Luther King Day, Kindness Day, Antibullying Day etc.

Target 3: 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.

With so many children identified with SEND needs and actually having an EHCP (well above the national figures), the SEND identification, tracking of strategies and monitoring of the impact that they have, with quality CPD for all classroom staff – this essential aspect of Oakwood Junior School remains very productive. The learning mentor and other key staff all work with the classroom staff to help empower each child to be self-regulators and offer bespoke coping mechanisms/interventions that some children will use at school and at home too. The Deputy Headteacher has retrained as the school's SENCO and continues to ensure that each child who needs additional support/guidance etc has it.

Next Steps:

This newly appointed SENCO then left the school, so the IQM Coordinator / DHT has continued to assume the SENCO role. Much of the bespoke work with parents and carers is shared via the school Dojo system, as this makes it easier for parents and carers to read and respond to. There have been Autism Hub webinar meetings for parents and carers that have been much appreciated and well attended. The school has robust SEND systems in place, which are much needed with being over 4% higher than the National Average for SEND Support and nearly double the national figure for children with EHCPs in place. Oakwood Junior School has the highest number of EHCP in Derby City. However, there are fully integrated into school life and enjoy their school. In addition to the DHT/SENCOs whole school responsibilities has been supporting a local school with their SEND strategies, interventions, planning and CPD for their staff – this has been and remains very rewarding.



Assessor's Evaluation for the IQM CoE Award



Agreed Targets for next 12 Months

There were discussions about how to complete the SER Action Plan so that it is more robust with more detail of what is going to be undertaken by who and by when.

Target 1: To increase the engage of the school community through targeted support for inclusion, SEND, Well-being and health.

Comments:

This will establish stronger links with the new Headteacher who leads the on-site infant's school, as well as hopefully having representation from Housing, NHS School Nurse, Action for Children etc. to have to enable greater networking and signposting for the children and their families. They are planning for this to be established on a termly basis starting in the summer term.

Target 2: Oracy – For children to be able to extend their questioning and discussion skills so that they are able to improve their oral skills through their learning.

Comments:

A newly appointed AHT is leading on Oracy across the school having recently introduced Oracy Stems and other templates for staff to use in their classrooms. The school has been a part of Voice 21 for the last couple of terms and this is beginning to show a greater impact as all the staff have now undertaken some additional training to support the child's voice. A debating club is being set up too.

Target 3: Sustainability – For the school community to understand and engage in local sustainability projects and understand the impact this will have individually, community level and wider.

Comments:

A recently new staff appointment (who used to work in a sustainability charity) has enabled additional plans for the school to raise funds (as part of their usual charity fundraising) to plant trees that covers the same size area of the school but in Africa. This was launched in the whole school assembly and will be a big part of Earth Day when the school reopens after the Easter break.



Assessor's Evaluation for the IQM CoE Award



Overview

A very warm welcome was given immediately on arrival at the gates and into reception. Quality Safeguarding measures and protocols were implemented with ease and smiles. There were 3 sets of parents waiting to talk to staff in reception – who were very happy to state that Oakwood Junior School is the best school that their child/children have attended because ‘the staff really know the children and want the best for them’.

It was a delight to assess Oakwood Junior School as an IQM Centre of Excellence. I was greeted with warm positive welcomes into each class and meetings throughout the day by all staff, children, parents, and Governor that I came into contact with. The inclusive ethos was clearly embedded into the culture of this school, as I was introduced to most of the staff and the children of this Year 3 to Year 6 Junior School with 345 children on roll, (with nearly 50% of children as pupil premium and above national averages for children with an EHCP at 8.4% and the highest in Derby City and 26% are on the SEND register). However, as the day progressed with a tour of the whole school and meeting groups of children – as a visitor – it was not obvious that Oakwood has very high figures – as it has a warm, caring, calm atmosphere that is built on mutual respect with clear roles and responsibilities that are known and understood by staff and children alike, with simple but clear rules for everyone to follow to make the day a purposeful, engaging and fun learning day by everyone.

The Headteacher and her Deputy Headteacher fully know their school and hold everyone to account, making everyone feel valued and wanted. As a visitor – you become fully aware of a real sense of belonging. Everyone wants to do the right thing for each child and each child is seen as a developing individual. The school's motto is that:

“Every Child is a Learner and Can Achieve, regardless of their background or ability.”

Oakwood does strive to ensure that their children are prepared academically, socially, and emotionally with a strong focus on positive mental health so that they are well-equipped for successful lives – this is at the heart of their school. The schools' values are embedded in everything that they do they are: safety, positivity, aspirational, resilience, respectfulness and kindness.

Thank you for sharing your school with me for the day, it was a real privilege to assess such a fully inclusive school. As one member of staff said, *“Oakwood is a real magical place to work, as everyone goes above and beyond to work together – it feels like my second family”*.

As the tour progressed it was quickly evident that the vision of the school is fully embedded in daily practice – that Oakwood's purpose is to inspire and enable each child to achieve their full potential through an enriched curriculum that builds on a child's knowledge and understanding of the world around them. Promoting well-being is paramount in creating a happy, safe, respectful learning environment for all. This was seen, felt, and heard across the school throughout the day. The staff are passionate and dedicated to ensuring that each child is equal and nurtured. As one member of staff said, *“We want the best for every child in our school community.” “Our children are safe in our*



Assessor's Evaluation for the IQM CoE Award



school as they can express themselves and be who they want to be – they are very accepting of each other.”

Every inch of space is fully utilised to celebrate the children's' work, showing progress and achievements in and outside of school. Communal areas have been carefully created to be fun places to learn in small groups outside the classroom, to help targeted interventions and safe break out spaces. They have a wonderful, dedicated library that enables the children to discover the joy of reading and working with each other. Children can access the library at break and lunchtimes as well as a break out space if and when needed. It is also the place where they can be with the school's therapy dog – Ron.

It is evident from reviewing the various documentation and meeting the senior leaders that these leaders know their school and children well and are effective in operational and strategic developments and embedded very good classroom and school practices. There is regular monitoring and quality evaluation to support the continuous developments and identified changes that enable this school to continue to move forwards. As the Headteacher said, *“I don't like standing still, we need to continue to progress and with different children coming to school, we need to change and adapt with them so that they get the best from us. Which requires us to plan and deliver as many learning opportunities as possible on and off site – getting them prepared for secondary school and beyond.”*

The leadership of this school (staff and Governors) are fully committed to inclusion and making their primary school the best that it can be. For everyone. They empower each other to ensure that each child has the best holistic educational offer and skill up each child to have a set of learning tools so that they can access to the best of their abilities the extensive curriculum and enrichment offers. The Chair of Governors was very clear that. *“Everything is done to support, guide and enable each child to achieve the success that they fully deserve.” “As governors we must ensure that we have a strong curriculum offer and as many learning experiences as possible.” “We are very strong in sport.”*

This aspect of Oakwood was reinforced when meeting a small group of children – sport is a very big part of their lives at Oakwood, but they also really enjoy being at school and having different themed days. They know that if something is worrying them that they can see any member of staff. When asked to describe their school these were the words that they used: *“amazing,” “safe,” “fun,” “spectacular,” “positive,” and “phenomenal!”*

The Headteacher and her team of staff are fully inclusive and continue to make progress to enable all students to holistically achieve. The whole environment (classroom organisation & Year Group Corridors), including the displays in classrooms, corridors, and display boards in the school hall, are all spaces where students feel safe and secure, knowing that they are wanted and valued by each other.

It is clear that the vision and leadership qualities have played a major part in creating such a happy, vibrant school that has a clear identity and purpose, but it is all the staff and governors that make this school a special place to work in as they work together as an extended family – looking after each other and others who are lucky enough to visit.



Assessor's Evaluation for the IQM CoE Award



I am 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: Mrs Kirsty Rogers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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