

Mr Kirwan
Head teacher
St Patrick's Primary School
Liverpool
L8 5UX
23rd July 2014



Dear Terry,

Thank you for inviting me to visit your school to verify the Inclusion Charter Mark. I would like to extend my thanks to you, Jenny Edwards, your colleagues, pupils, parents and governors for making the visit so purposeful and pleasurable. The preparation and presentation of policies and materials to support the process was excellent. I am delighted to award you the Inclusion Charter Mark and congratulate you on your success. The award will last for 3 years until July 2017.

The process was conducted over the course of one day and involved:

- An examination of the completed ICM audit tool in relation to key policies and documents for example, The Draft Local Offer, SEF, SDP, RAISE online and the School's Provision Map, as well as information on St Patrick's School Website to name a few.
- Learning walks throughout the school which focussed on the inclusive environment and inclusive practices.
- In depth discussions with parents/carers, pupils, the SENCO, Head Teacher, Assistant Head, Governors and support staff.

During the course of the day I had the opportunity to examine documentary evidence which was set out by the School's SENCO, Jenny in the form of an ICM evidence file. These are as follows;

- **A thorough analysis of the SEN list** identifying type of need and support, gender, ethnicity, year group etc.
- **The Whole school provision map** including IEPs and reviews.
- **ARE**
- **Reports to governors**
- **Case studies, analysis of questionnaires, lessons observations and SIP report**
- **Access and Equality Policy.**
- **PPG**
- **Evidence of CAF/multiagency working**
- **Off site Provision**
- **Staff Guidance New Staff induction Pack**
- **Medical Information and CPD**

I have summarised below the judgements that have supported my decision:

- **The teaching and learning** is personalised to meet the needs of all of the children (including those with SEND). The following statement was taken from the School's Draft Local Offer and is linked to the school's mission statement.
"At the Heart of the School's ethos is the core belief that all pupils are equally valued and should be fully included within all aspects of school life".
- **There is a range of support in place for children** which includes 1:1, small group and differentiated class support. As well as support staff, there is an emphasis on teachers teaching the children with SEN. This is present in the school's commitment to use Pupil Premium funding to fund teachers in 'team teaching.' This also reflects the recommendations of the Sutton report and Brian Lamb's enquiry.
- **There are very rigorous assessment and tracking systems** in place which are analysed and interrogated at least once a term. The SENCO, Jenny Edwards, works closely with the Assistant Head who is also the Assessment Coordinator. The impact of SEN interventions are considered and inform future actions. This is very much in keeping with the graduated approach in the new Code of Practice and the cycle of 'Assess, Plan, Do, Review'.
- **The progress of all children including those who are classed as SEND and vulnerable groups** is shared effectively with parents through parents' evenings, TAC meetings, school reports and also through 'Classroom monitor'. This system allows parents to log in to view relevant progress data and targets for their child. Indeed assessment data shows that 90% of children are making at least expected progress which is higher than the national average and excellent progress in relation to the starting points for some of these children.
- **Strong Pastoral Care.** Early intervention and strong pastoral care are real features of the school. Any concerns are quickly identified and acted upon. Indeed one of the parents interviewed gave a personal experience of this when he spoke about his child in reception and how the early identification and subsequent actions had been very beneficial. The relationships between staff, students and parents are a real strength of the school and provide a 'family' feel that was commented on by all whom were spoken to on the day. There is strong pastoral and therapeutic support as well as academic support available for the overall well being of the children. The school employs two very effective and well qualified learning mentors who work with individual children. They have also successfully carried out work which has led to improved attendance. Other aspects of pastoral support are seen in SEAL (Social and Emotional Aspects of Learning), the 'Buddy system', Friendship bus stops and SPARKS (St Patrick's are Really Kind Students), the Sensory room and whole staff First Aid training.

- **Strong links with the Local Community:** - These links include the Fire Hub (homework club), Shylowen Stables, (equine therapy, 'Wild at Heart') and CHET. There is also a successful gardening club which has been established for 3-4 years. There are close links with two nursing homes for the elderly. In line with the inclusive ethos of the school the gardening club was made accessible to wheel chair users by using raised beds which enabled them to plant alongside others. The school choir has performed at Liverpool One and also children sang carols to the residents from the nursing home. The 'Secret Garden' was created in a joint partnership with the residents and children on the Eco Council. This was opened by the Lord Mayor and has been used for family barbeques in the school. The outdoor environment is used very effectively and has been made as inclusive and accessible as possible.
- **Support and teaching staff are a strength of the school:-** There was clear evidence of staff working together with parents to meet the needs of the children, an example of this I was told about was in the description of a speech therapist, a translator and a parent working in the sensory room together to meet a child's need. The TAs and Learning mentors work together and are supportive of each other. They spoke of their training in Sign along, Think yourself Great and of their delivery of SEAL, Circle time and other interventions. There is evidence of very good IT provision to support learning in the form of iPads and a bespoke iPad curriculum has been developed for the next academic year. New 3D IT technology is also used and the school are ICT champions.
- **Parental Engagement and Involvement in SEND within the school:** - Parents and carers shared that they felt fully informed regarding their child's progress and that all staff are approachable. They value the 'open door policy', felt they were listened to and were encouraged to come into the school. They also shared that they are encouraged to express that their views. Parents and carers highlighted the flexibility and adaptability of the school with regard such matters as transition and facilitating the inclusion of children in after school activities. Parents are appreciative of the hard work of the staff and how they encourage the growth of the whole child. The parents expressed that the school was very 'family orientated', that the staff knew their children well and were very welcoming.
- **The behaviour of students** during the visit and particularly throughout the extended learning walk was exemplary. Students were clearly engaged and enjoying their activities and lessons. There was evidence of group work, paired work, whole class and 1:1 teaching. The school's inclusive philosophy and its commitment to celebrating success and promoting positive relationships support an ethos which ensures a focus on the whole child. The students I spoke to were articulate in conveying their love of the school. They feel well supported by all adults who enable them to reach their targets. They were able to convey that they receive support from peer support and collaboration to 1:1 interventions and targeted support from teachers and support staff. There was also an onus on becoming an independent learner despite ability level

and there were systems in place within classrooms to facilitate this. They clearly feel safe within the school environment and were able to talk enthusiastically about the School Council and the system of buddies and SPARKS. There was also a variety of clubs, excursions and activities which the children talked enthusiastically about.

- The SENCO, Jenny, plays a vital role within the school, in terms of both analysing need and coordinating additional interventions for children across the school. She provides timely advice and guidance to staff and parents/carers and is actively involved in the SEN Consortia and attends SEN briefings to develop practice further. She is very effective and has a clear commitment to the continuous development of SEN provision within the school.
- The school engages well with a range of outside agencies in their aim to provide the best possible provision for the pupils in their care.

To conclude, I feel the school is in a very strong position to support other schools to develop their own practices, particularly with regard to the pro-active engagement with the community, excellent induction and SEN resources developed by Jenny and the effective use of therapeutic techniques in supporting learning and pastoral needs.

I hope this gives a flavour of the visit. Once again, I would like to thank everyone on behalf of the Local Authority for the school's outstanding commitment towards inclusive practices.

Yours sincerely,

Catherine McDermott

School Improvement Officer – Inclusive Learning