



IQM REPORT

Date of Assessment	10 th July 2014
Principal:	Mrs R Bagni
IQM Co-ordinator:	Mrs R Bagni
Final Assessor/s:	Mrs J. Roberts-Joyce
Status:	Re-Assessment Successful

School Context

- Edleston Primary School is a popular community primary school located in the centre of Crewe.
- The school provision at Edleston Primary School nurtures and offers an inclusive and accountable learning experience for all its pupils. It is proud to be a multi-cultural setting and welcomes all.
- The proportion of pupils known to be eligible for a free school meal is higher than average.
- Almost half of pupils are from minority-ethnic groups, mainly from Polish backgrounds. The school provides an outstanding level of support for EAL pupils and their families.
- Many pupils join the school at times during the school year other than the usual starting times.
- The Head Teacher and leadership team provide outstanding leadership. Edleston Primary School has been recognised for its commitment to the arts through Arts Mark Award, and healthy eating and sports through Healthy Schools Award and Sport England Award.

Discussion with pupils

- The school has a pleasant and busy atmosphere. Pupils were willing to share their views and were extremely proud of their school.
- Pupils feel safe, supported and able to seek help with any issues including problems at home. Peer support is very successful through initiatives such as language ambassadors.
- An excellent standard of behaviour was observed on assessment day. – The pupils, head boy and girl, who gave the assessor a tour of the school were courteous, pleasant and extremely informative. Excellent ambassadors for the school and a credit to their teachers and families.
- Pupil Voice, particularly through, School Parliament, is a strength of the school. Since the last assessment pupils have been involved in a range of projects. There are also many opportunities for additional responsibility through the school parliament system which pupil's prize.
- Pupils stressed that there is an emphasis on individual independence and helping others. Pupils take positive steps through fund raising to support vulnerable groups elsewhere.
- Additional mechanisms are in place to track engagement and progress of learners who may be experiencing difficulties or barriers to learning.
- Pupils value the enrichment activities and opportunities for performance. This to include 'Shakespeare Rocks' performance at South Cheshire College.

- Excellent relationships at every level underpin the inclusive ethos of Edleston Primary School. Parent and pupil interviews affirmed a general view that there is a positive caring and nurturing ethos in the school. “Happy, supportive, welcoming, approachable caring” were all terms used by parents to describe the ethos at Edleston.
- The individual learning needs of each pupil are at the centre of everything the school does and a raft of strategies is in place to support this e.g. narrative therapy, CLASP, Talk Boost. The school also funds additional speech and language services. A holistic approach is evident and the curriculum meets the needs of the whole child at Edleston Primary.
- In their lessons pupils know and understand teacher expectations. They know how to access support and are encouraged to help each other. Parents were pleased that children have the opportunity to take part in regular trips and visits to further support learning. Examples cited by included Knowsley Safari Park, ‘The Borrowers’ theatre trip and a residential to London.
- The curriculum is enhanced through themed days such as Science Day supported by staff from Ruskin High school.
- What pupils value most at Edleston Primary School :-
 “The teachers are so helpful and friendly and enthusiastic about the lessons”
 “Maths lessons are fun; I really like *Maths Makes Sense*”
 “I like it here because it is a multicultural school with lots of different languages – 16!”
 “You get a lot of help from teachers”
 “There is always someone you can go to if you have a problem”.

Discussion with Community (including parents and governors)

- Parents interviewed stressed that staff are very sensitive to the learning and emotional needs of each pupil. It was clearly evident that the Head Teacher and her team are highly regarded throughout the school community.
- Parents reported that they have the opportunity to be involved in the decision making process through the use of questionnaires e.g. parents evening questionnaire October 2013. Communication with parents is very good and a variety of strategies are used to ensure open communication; newsletter, website and parent text.
- Parents paid tribute to the skills of staff in ensuring that no child with an additional need feels different to their peers.
- The Head Teacher and Senior Leadership team are excellent role models for inclusive values. The Head Teacher, in post for ten years, demonstrates personal commitment to the Edleston community and fully reflects the values and principles of inclusion.

- The school now benefits from having a Governing Body which is skilled and demonstrates a strong commitment to promoting the school vision across the school and in the wider community. Governors ensure that the committee structure is used effectively to support school development. The Governor interviewed demonstrated a good knowledge of tracking and monitoring procedures.
- Governors have contact with staff from across the school community and understand the strategies used to support all children including EAL, G & T and SEN. Governors review data, visit school as helpers, attend school events, regularly issue a Governing Body newsletter and make themselves available to parents and the wider school community. The current Chair of Governors, in post for sixteen months, is clearly passionate that inclusion is realised in practice. Governor comment “The staff are happy, professional and driven”.
- Governors have access to training and readily access Cheshire East Governance courses.
- Edleston Primary School welcomes the local community and there are many opportunities for the local community to access the school. This to include family dinners, parent and grandparent helpers and members of the community involved in Science Day.
- A strong sense of community is promoted in school by all at Edleston Primary School. Reflected in a variety of ways; this to include the use of the local and wider community to support learning e.g. the spring hanging basket competition.
- The school works closely with a range of external partners; this to include other local schools, South Cheshire College and New Life Church. For example there are plans for CPD in music led by music staff from Kings Grove High School.
- The school promotes a greater understanding of difference and diversity through a variety of mechanisms including EAL parent visits to share their culture and beliefs; school visits e.g. mosque.
- Since the last assessment the school has introduced ‘language ambassadors’ to further support EAL children and ensure all have a voice.
- Parents praised the positive behaviour system. The school works hard to develop and individualise strategies to enable children to successfully manage their behaviour.
- Parents felt that they are kept very well informed of their child’s progress. There is clearly a strong partnership between school and parents.
- Staff are skilled, committed and enthusiastic. Parents stressed that staff will ‘go the extra mile’ for the children.

- Excellent transition arrangements are highly valued.

Discussion with Staff

- The Head Teacher and Senior Leadership team promote high standards very effectively. All staff are consulted and involved in policy and decision making.
- It was stressed during interviews that communication at all levels is excellent. Staff interviewed felt that their roles and contribution is acknowledged and valued.
- Teachers and teaching assistants have opportunities for CPD and have participated in Jenny Mosley Managing Positive Pupil Behaviour INSET.
- Children identified in need of additional support in achieving social and emotional development have access to a 'nurture group' provision. This has been established since the last assessment to supplement existing provision. Nurture at Edleston provides an outstanding level of social and emotional support for identified children.
- The school is to be praised for its 'open door policy'. Parents felt that staff know the pupils very well. The Head Teacher is very accessible to both pupils and parents; her door is always open.
- Teamwork is a strength exemplified by formal and informal opportunities for joint planning, the sharing of good practice. Staff interviewed explained that they are always involved and consulted.
- Staff act as positive role models for all pupils and demonstrate equal value to pupil contributions. Pupil comment "the teachers are kind to everyone and everyone follows the Golden Rules".
- Staff demonstrate professionalism and expertise in managing and supporting individuals.
- On assessment day it was clear, from conversation with parents and pupils that both teaching and non-teaching staff implicitly understand and value the concept of inclusion. Support to pupils and their families is provided in a sensitive and caring way to ensure emotional well-being.
- Staff are to be commended for their tireless work in maintaining 'face to face' communication for pupils and families who are particularly vulnerable.

Overview of visit

- It was a pleasure and a privilege to return to Edleston Primary School and the assessor thanks all for their warm welcome and hospitality.
- A cornerstone of the ethos at Edleston Primary School is the concern for the

individual and the emotional and general well-being of each and every pupil. At Edleston Primary School, all are challenged and supported to reach their full potential socially, emotionally and academically.

- Respect and trust are key features of Edleston Primary School.
- The Head Teacher provides outstanding leadership. Her energy and determination in furthering the learning experience of every child is to be commended. She is held in high esteem in the Edleston Primary School Learning Community.

SIGNIFICANT STRENGTHS

Elements

- 2. Pupil Attitudes, Values and Personal Development
- 3. Leadership and Management,
- 9. Governors and External Partners
- 10. Community

Area(s) for Development

- To successfully induct new staff in September.
- To enhance outdoor learning area with the erection of FS canopy structure.

Renewal of IQM date:

Summer Term 2017