



Assessor's Evaluation for the IQM Flagship Project



School	John Henry Newman Academy Grange Road Littlemore Oxford OX4 4LS
Head/Principal	Ms Rachel Weston
IQM Lead	Ms Rachel Weston
Date of Review	6 th July 2023
Assessor	Ms Siona Robson

IQM Cluster Programme

Cluster Group Schools in Search of Excellence

Ambassador Mr Roger Leeke

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Spring 2022	20 th April 2022	No
Summer 2022	22 nd June 2022	No
Autumn 2022	12 th October 2022	Yes
Spring 2023	8 th February 2023	Yes
Summer 2023	7 th June 2023	Yes

The Impact of the Cluster Group

The school has found these meetings extremely valuable and have implemented some of the ideas.

12.10.2022 - Briar Hill Primary School, Northampton

Agenda

- Structure to enable success
- Subject leadership
- Inclusive curriculum / Ambition for all
- Personal development offer



Assessor's Evaluation for the IQM Flagship Project



Impact

- Performance management - Briar Hill use 'Walk Throughs' which is a continuous model, rather than cycle observations. We have researched this and are now working with ODSST to pilot a similar approach. In the summer term, teachers have the opportunity to be creative with the way in which they are observed and fed back to.
- Paradise provision - the way in which this was set out is mirrored in parts of our Nest room.

08.02.2023 - Kings Heath Primary Academy, Northampton

Agenda

- SEND - The Heart, The Harmony
- Community outreach
- Family dining
- Wow days/ Enrichment

Impact

'Move up, stay up' as a transition model. Kings Heath used this as well as Briar Hill (previous Cluster visit). John Henry Newman has taken on this model this year. The children will move up to their new class for the last week of summer term. This allows them to get to know their learning environment, adapt to new routines and build relationships with new adults / new mix of children. This also gives parents the opportunity to get to know the new teacher, drop off and collection points where appropriate and classroom ahead of the long break and whilst staying in touch with current year staff. We are hoping this will be a supportive approach to transition, reducing anxieties for both children and their parents.

07.06.23 - Gothic Mede Academy, Arlesey

Agenda

- Wellbeing (BEST) - staff and children (Making Me)
- Pupil Premium and Extra Curricular Activity
- Forest school

Impact

Mini and Junior Juke - we have registered interest and received resources for this for the next academic year. This is a scheme of awards linked to the Duke of Edinburgh, which children will work towards between October and July both in school and at home.



Assessor's Evaluation for the IQM Flagship Project



Evidence

- School Improvement Plan
- Meeting with pupils
- Meeting with Vice Chair of Governors, Chaplain, Vicar, HSLWs, Growing Minds leader, Business Manager
- Meeting with Senior Team
- Learning Walk
- Meeting with Parents
- Meeting with Teachers and Teaching Assistants

Evaluation of Annual Progress towards the Flagship Project

Project - Building a Community Hub at John Henry Newman

The school believe that the key to improving the life chances of their children is to ensure they have the very best support so they can be beacons of light within their community now and in the future. They want the Community Hub to be a safe front room for their families. A place they can access support, meet other people, share information, and build community cohesion for families and young people.

The Vicar described the plans for the Hub as “a symbol of where the school is at, opening up into the community, a sign to the community that we are here for you too.” The Vice Chair of Governors said, “What the school is doing in the community is staggering.”

The Hub has been designed and has planning permission. Building will start in July and the hope is that it will be completed by Christmas. Alongside this planning, activities which will be housed in the Hub have been the main focus of the Flagship project over the last 12 months.

The Hub has been designed to have a kitchen, a library space, space to park buggies and a washing machine; parents have asked for this as there is no local laundrette. This year the school has developed their in-school library and parents have access to this at the end of the school day. The school has engaged with a range of external agencies to support their aim to foster a love of reading across the school community. Oxford University Press Scheme helped them set up the library.

The Littlemore Working Together Group will meet in the Hub. This group meets 4 times a year, is chaired by the Executive Headteacher and is made up of local councillors, police, church, and community groups. The Vicar described it as ‘The group for the community tasked with the formulation of the neighbourhood plan.’ The group has links with the Science Park and is looking to build links and collaborate with the Ellison Institute, a new Oncology Research Centre. A sub-group has a focus on health and wellbeing. Links are built using the school vision as a starting point for a conversation, asking organisations “How could you shine your light here?”



Assessor's Evaluation for the IQM Flagship Project



The school has a Resilience Fund with donations from the community to help local families. Simple messages about providing for basic needs such as food go out in order to seek donations.

Growing Minds Project

This project is having a significant impact with 55 families engaging. The school readiness project runs 2 sessions a week with the Community Development Family Support Workers. On enrolling on to the Growing Minds programme, children are signed up to the Dolly Parton Imagination Library, which provides children with a new book every month until they turn 5. Children are proactively identified through registrars. This programme provides the opportunity for parents to build relationships with professionals and access to additional agencies from birth. The 'Parent Power' team attend one of the play and stay sessions and are able to provide practical and emotional peer support. Groups include baby massage and a peer support group for parents with children who have additional needs to share experiences in a safe space. This programme empowers parents and builds confidence. As a result, parents have started volunteering in the school.

Adult Education

Family learning, hosted by the school is funded by Abingdon and Whitney College. Parents have just finished a course on managing meltdowns which the parents I spoke to found very useful. One said that they now have a self-regulation board at home which is the same as the one used in school and that this consistency is really helpful for her child.

Health & Neglect Strategy

The Executive Headteacher and Head of School sit on the Oxford Neglect Strategy supporting multi-agency work representing education. The school has codeveloped audit tools for schools to use to identify educational neglect, financial and food poverty and provide a structure for staff training on neglect. In 2021-2022, 49% of schools accessed these tools, twice as many as the year before. As a result of the school's involvement the Local Authority (LA) Safeguarding report now includes a section on neglect. The school has received a commendation for their work. The Executive Headteacher and Head of School are also trainers for Strengths and Needs, an early identification tool for families before any referral to social services.

Food Provision

Comments from parents on the impact of the rises in cost of living and expressing a desire to learn more about cooking on a budget sparked the idea of a slow cooker project to help families save money and promote healthy eating. Six families, with under 5's who also have children in the school, were given a slow cooker each term and were supported to prep and cook meals. All the food used comes from a food bank. Parents involved really valued the project, they described to me how they grew in confidence, made new friends, felt empowered and how immensely proud they are of the project. One parent recently shared the impact of this project at the Good Food Oxford Conference which had as a focus, food deprivation and ways to support the community. When she told me about this experience it was clearly an amazing opportunity, putting her completely outside her comfort zone and it gave her so much confidence and pride.



Agreed Actions for the Next Steps in the Flagship Project

Project - Building and Opening a Community Hub at John Henry Newman

To address digital deprivation within the community – a community hub will enable the school to offer adult learning classes for IT as well as providing opportunities for families to work alongside their children with homework projects when they do not have any devices within the home. Through grant applications, donations, and community links they have begun to build an IT resource where children and parents can access technology and the internet for free to support with learning. The school want to be able to continue this and offer training and advice where needed e.g., job applications, school applications. They have already invested a significant amount of money this year in on-line resources to support children's reading and maths. The hub will be a warm, inviting place for families and the community to share books.

Opening Event

Thought will need to be given to the opening of the Hub to make this a really special community occasion.

Parent Power Strategy

- Looking at ways of recognising and praising parent engagement/development.
- Incorporate the Letting our Light Shine approach to parents and families.
- Look at ways of empowering and handing over control to parents.
- Link to courses and programmes for parents – supporting them to build a personal or a professional CV.

Candle Café

This will be a drop-in session for parents and ideally run by parents to meet and connect with others. The hub would enable this to open every day and provide a warm space for families to meet over a cup of coffee. The community and family support worker would then be on hand for any queries or support that is needed.

Community Allotment

The school plans to develop a community garden with an allotment adjacent to the hub. This will be used by pupils from the school and will be accessible to families. Food grown will be used in the Hub and in the school. The vision for this includes an outside kitchen area.

Community Project

The local community have negative views of the police so next year Thames Valley Police will work with Year 5 on a community cohesion project called Mini Police.



Assessor's Evaluation for the IQM Flagship Project



Growing Minds Project

This work will continue to expand and evolve with the use of a hub.

Adult Education

More courses will be rolled out next year and parent voice is informing this provision. The school has previously run English and Maths courses for our families through Abingdon and Witney College. These were very successful, and a community hub will enable this provision again.

Health & Neglect Strategy

Attendance and punctuality and the links to deprivation and neglect will be part of the next step in this work.

Littlemore does not have a health centre or dentist. Health visitors will be invited to use the space and the school has approached a breastfeeding support worker to see if they would be able to run breastfeeding support groups in the hub. The school will also seek to engage the Mental Health Support Team (MHST) within the hub.

Food Provision

The hub will have a community larder. Local food banks are not always easily accessible for families. The school understands that pride can be a barrier. The approach will therefore be slightly different, parents will pay a small charge and then will be able to take items of their choosing. A parent who has completed the slow cooker course is keen to use her increased confidence to support this initiative.

The school will run food courses within the hub, which are currently done within the school. The school has already fundraised the money required to run the slow cooker project next year. It will run terms 1-4 and in term 5 & 6 the school are planning to run a picnic in the park project with parents.



Overview

'Let the Light Shine on You.' This mission and the schools' values of Courage, Community, Celebration and Love permeate all aspects of school planning and everyday life at John Henry Newman Academy, not just for the children but also for staff, parents, and the wider community. The school's aim is to be the heart of the community and it is well on its way to achieving this ambitious and inclusive vision. The school improvement journey has been heavily driven by the power of talking about and really understanding the local community. The Headteacher ensures that her staff understand the context of the area, shares statistics on training days and talks about the lived experience of children in the Littlemore area. This approach has been transformative. The staff now have a clear understanding of what deprivation means, the different forms and specifically what this looks like in the school's local context. This has had a massive impact on the way in which staff interact with pupils and families. There is a shared understanding across the school that 'Every behaviour is a communication.'

Littlemore is within the top 20% of the most deprived areas in England. 43.56% of children are entitled to free school meals (national average is 17.3%), 44.3% of pupils are entitled to Pupil Premium (PP) funding (national average is 28.5%) and 30% of pupils are identified with SEND (national average is 15.4%). In this challenging context the staff and school leaders are doing an exceptional job to provide a safe and welcoming space for children to learn, play and build relationships. The Senior Team have infectious enthusiasm and passion, a strong sense of moral purpose and have a strong we can, we will do approach to finding solutions. They clearly love the school and the community; "Every day we have magical moments." The Executive Headteacher told me "We are a school, but we are also serving our community. We are very aware of the gaps, needs and wants of our local community. The community knowledge and the way in which the school links and connects with the community is exceptional. They have a number of local champions and benefactors in the community who provide invaluable hand on support and advocacy and support the school fund life-enhancing opportunities and provision for the children. One benefactor has funded the Blue-Sky Therapy Team to come in once a week to run play therapy sessions with key children,

Parental engagement is strong. The school is investing in parents, the parents are now wanting to invest in the school. I was humbled by the openness and honesty of the parents I spoke to. They clearly feel that school is a safe place to share. Staff use informal opportunities such as coffee mornings and conversations at the school gate to inform and drive school improvement. Parents echo the school's approach, they feel "leaders work alongside us, we are not done to." They describe the school as a no judgement zone. "They always look for the cause of the behaviours but there is no blame attached." Parents say they are listened to and that the school has gone out of its way to work with parents and children to include them in school. This has sometimes been a slow process building up the number of hours spent in school, over weeks or months. This is always done in partnership with the parents and with the needs of the child centre stage at each step to ensure they are successful. The Nest has been particularly effective in this reintegration process. Leaders talk to parents about what they have learnt from a conversation with a parent and how that will inform future practice.



Assessor's Evaluation for the IQM Flagship Project



There is a strong community feel within the school. Year 6 buddies are paired with Year 2, and they have attended events together and supported them with a range of activities over the year. They have written to each other and written together. On the morning of my visit, they were excitedly heading off together to the Cotswold Wildlife Park. Year 6 also supported reception children with their Nativity. Staff described some magical moments as these Year 6 pupils managed the event, helping the younger children with sensitivity and efficiency, ensuring children were where they needed to be and knew what they should be doing at every stage of the performance. The pupils told me of the excitement around the upcoming outdoor learning day where they get to access a wide range of activities in the school grounds and in Forest School such as pond dipping, decorating rocks and roasting marsh mallows. Every child also gets to visit the Jack Peer Outdoor Centre for 2 days a year. The Vice Chair of Governors who made a quality assurance visit recently described the experience the children were getting as "Amazing," it was building pupils confidence in new situations and building their trust in each other."

Staff wellbeing is considered in all decisions. Staff feel very supported by the leadership team. Staff feel empowered. They were given the choice as to how teaching and learning is observed. This led to the two teachers videoing themselves and peer critiquing each other's lessons. A teacher decided to use the Boxhall assessment to create profiles for all the children in his class. He used these profiles to meet individual needs and plan activities to support the development of common threads. This in turn led to training for all staff and teachers have chosen 3 children to assess as part of the transition process to support wave 1 intervention. Another member of staff displayed a termly timetable in their room as a visual reminder. All classrooms are now having the same visual daily and termly timetables from September. Staff are very positive of the introduction of zones of regulation and restorative practice. A wonderful example of the impact of this involved a Year 6 pupil who, after spotting a Year 1 child not engaging with adults, approached them, counselled them, and coached them through self-reflection and the importance of participating in a restorative conversation. They walked together back to the classroom; the Year 1 child made the appropriate apology and re-accessed learning. The children will be watching the film *Inside Out* later this term so that they can relate their feelings and the zones of regulation to the characters in the film. The reflection sheet used with pupils is based on the film. The value of staff and pupils modelling behaviours and approaches is of paramount importance at John Henry Newman Academy. There are clear whole school expectations, consistent routines, and non-negotiables. Staff are asked to be explicit with praise and be consistent in the use of agreed vocabulary with children when managing and discussing behaviour. Staff were extremely positive of the wellbeing work done with the children and the measurable impact this has had on pupil's progress.

Staff have really benefitted from working closely with another trust school this year, which is also under the Executive Headteachers leadership, sharing best practice and aligning approaches. There is a joint Senior Leadership Team (SLT) meeting every fortnight and subject leads have worked together on curriculum planning. The school has links with local theatres providing free tickets for families and have run a literacy project with the Story Museum in which pupils work is now exhibited. Strong links with Oxford University College benefits the children at John Henry Newman. Exeter College is hosting



Assessor's Evaluation for the IQM Flagship Project



the Year 6 graduation attended by parents. The school has facilitated sessions with the Ashmolean Museum for families.

It was a delight to walk around the reception provision. Their outside space is inspiring, has wooden teepee's, a music wall and a couple of rabbits which the children care for. It is totally child led and free form. The early years team have turned a spare room into a sensory room on a minimal budget. I had a lovely conversation with two girls who were making a 'hole eater' which was eating lolly sticks. They were busy working out that they needed holes on the other side so the lolly sticks can come out again. Murals around the school have been designed and painted by the local community. One was emblazoned with the lovely Dr Zeus quote, 'You're off to great places. Today is your day. Your mountain is waiting so get on your way.' I also visited the Nest. This space has two functions; to support a small group of children who are not accessing the mainstream provision for all or part of the school day and secondly to deliver the Mulberry social emotional programme with around 8 reception children. Boxall profiles are used to identify the cohort and their needs. The impact of this is significant. There are plans to train a member of staff and create an Early Learning Support Assistant (ELSA) space for September. As a result of shared practice at IQM Cluster meetings the school is trialling a 'Move Up, Stay Up' approach to transition. Year 3 were busy writing a guide to Year 3 for Year 2 pupils who will move up imminently.

The school is fully inclusive of all faiths and religions. The pupils were quick to point out that "The school supports all beliefs even though we are a Christian School." This approach was echoed by the Reverend who talks about religion being a choice. She is a role model for the children and is open and honest in her dialogue with them. Pupil Worship Warriors introduce and take a lead in assemblies. Special assemblies celebrate all religions. During the schools Inter-Faith Week, the library is transformed into a reflection or prayer space using meditation techniques. The Dialogue Society, set up to promote inter-faith dialogue bring Noah's pudding, an Islamic treat, and a gesture of working together, for the children. Around 10 families came in to share their religion and culture with the children. The Vicar is planning to launch Courageous Advocacy to give children an informed voice for others. The staff spoke enthusiastically about Black History Week and the schools bigger and better response to this. Each class had a Black leader to study and represent their ideas and work on a piece of art. A wellbeing week this year involved classes studying the book 'The Boy, The Fox, The Mole and The Horse' and discussing the themes and messages behind quotes from the book.

Leadership opportunities for the pupils include Science Champions. Their role which I was reliably informed by a Year 5 pupil, is to talk about science to the specialist science teacher and share the big science question of the week, collect pupil's responses, and select which they think is the best one.

Pupils and staff value the Let my Light Shine nominations which any staff member or pupil can recommend someone for, adult or child. One Year 5 child explained "I recommended someone because they understand their own challenges and other people's challenges and help." Another pupil recognised an improvement in his friend's behaviour so nominated him for "having a really good week." Other nominations the children shared included "he is always there for me and always supports me in every



Assessor's Evaluation for the IQM Flagship Project



decision I make” and “for trying their best and even when they find something hard, they keep trying their best.”

Final words from the children:

“We let our light shine, we are kind to each other, every child lets their light shine.”

“Our teachers talk with us, not just at us.” “They model the question if we don’t understand and give us aids to help.”

“Everyone is in a good community, everyone is inclusive.”

And from the parents....

“SEND provision is amazing, staff know my child inside out.”

“As a result of the courses, I am so much more confident, have made new friends and have done things I would never have done before.”

“We turn to the school for help, the school will know and if they don’t, they will find out.”

“They look after the family as well as the child.”

“We feel a part of the school.”

The school continues to move from strength to strength in terms of its superb inclusive practice and 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 Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship 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