



Assessor's Evaluation for the IQM Flagship Project



School Malet Lambert Academy
James Reckitt Avenue
Hull
HU8 0JD

Head/Principal Patrick Sprakes

IQM Lead Keri Pearson

Date of Review 22nd November 2022

Assessor Chelsea Allen

IQM Cluster Programme

Cluster Group Inclusion Pioneers

Ambassador Dirk Pittard

Next Meeting 2nd March 2023

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	28 th February 2022	Yes
Summer 2022	8 th July 2022	Yes
Autumn 2022	17 th November 2022	Yes
Spring 2023	2 nd March 2023	

The Impact of the Cluster Group

8th July 2022 - Kingswood (Hull): Literacy, Alternative Provision and avoiding exclusions.

Outcome - Ideas shared with literacy lead in school to help support schools' own literacy focus.

17th November 2022 – Outwood Junior Academy Brumby: Parent Hubs

Outcome - Ideas for Parent Hub and sports hall. Further idea to offer Alternative Curriculum Environment (ACE) house as an adult educational site and let this out in the evenings to generate funding.

Evidence:

- Meeting with the Principal
- Meeting with IQM Lead
- Meeting with Level 3 TAs
- Tour of ACE house
- Meeting with pupils
- Observation of Gardening at ACE house
- Tour of the School
- School Website and policies.
- Ofsted Reports
- IQM Documentation

Evaluation of Annual Progress towards the Flagship Project

Malet Lambert's Flagship targets from the previous academic year were borne from a relentless drive to transform the life chances of all students and offer those who are struggling with elements of the mainstream curriculum or who need additional interventions in order to fully access it, a safe space in the ACE house to be successful. The vision of this House is that it would ultimately provide opportunities for students to develop life skills, social skills, improve their self-esteem, confidence and self-worth.

Target 1 - Planning and Implementing the ACE project.

- To be implemented and designed with the support of the pupil ambassadors for ACE. This would include presentations to Speech and Language Therapists (SLT)/staff and local community groups.

Impact/progress since last review:

- The space was secured and building work took place in early 2022. In July 2022, the building was fully opened.
- On a tour of the ACE house the building is not only purposeful but also exceptionally warm and welcoming. Displays help to create a real sense of community and with walls adorned with student work, there is a real sense of student ownership.
- On my assessment visit I had the absolute pleasure of listening to a presentation by the ACE pupil ambassadors who shared their journey in helping to implement and design the new space. For them, this began with a presentation to all staff and SLTs about the need to create "a welcoming environment" and developed into plans for each room and even budget management. These students continue to drive forward key changes for the ACE house.
- Pupil ambassadors were also keen to share the badge that they themselves designed for the building and could articulate that its main purpose was to show how inclusive the ACE house is, stating, "we decided to involve other pupils from other houses to scan their hands on to the sign to show everyone was represented".
- The student book log, created by the pupil ambassadors acts as a fantastic reminder of the implementation process and shows how students have taken real pride in the establishment of their space.



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Target 2 – Use of the ACE house- first stages.

Impact/progress since last review:

- The building was first used during the Summer School where students who were identified as vulnerable and needing additional transition were invited to timetabled Emotional Literacy Support Assistant (ELSA) sessions. These students have since had a successful transition into secondary life.
- The house is currently opened and used for initiatives such as: ELSA, careers, sensory sessions, Tourette's interventions, lego therapy, vulnerable pupils sitting examinations and a much needed meeting space for school refusers.
- Facilities within the building are outstanding and include a kitchen with a cooker for students to practise life skills, a sensory tent, bean bags and IT facilities.
- Whilst in the ACE house I observed a one-to-one ELSA support session. The student said, "it was nice to sometimes be away from the main school building" and that she considered this one of her safe spaces in school. Within the session she was creating a self-soothing box which she called her "ditsy box" with objects appealing to her smell, sight and touch that would help her to regulate when she reached five on her five-point scale.
- External agencies such as Northcott Outreach for Autism and SMASH, also use the building for interventions and the academy wishes to extend the number of sessions run here by the external agencies.
- On my visit I observed SMASH, working with a group of approximately ten students on 'appropriate endings' within the ACE house. Previous topics that these students have covered as part of their twelve week programme have included empathy, social skills, and worry management. All students looked happy and comfortable in the environment and the facilitator had noted that the new space was much better than working in the local community centre.
- The ACE house garden project, a collaboration between staff and pupils, with a vision of an inclusive garden in full bloom by summer 2023 has also made an impressive start. Students have already drawn up plans and ideas of what they would like the space to look like and timber sleepers have already been purchased and laid out in the garden. Picnic tables have also been placed in the garden and students have plans to paint these in the colours of the LGBTQ+ flag.
- As part of the ACE house garden project, students have also learnt key skills such as budgeting and fundraising. Funds from the sale of sunflower seeds from the Learning and Skills Council (LSC) garden and from houseplants that have been propagated have enabled the project to purchase paint for the raised beds and surrounding fencing. On my visit I observed members of the 'Gardening Gang' doing the second coat on the fence.



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Agreed Actions for the Next Steps in the Flagship Project

Following this assessment visit of Flagship, Malet Lambert Academy is continuing to drive forward its vision for the ACE house and the next step on this journey is about embedding and consolidating the existing work whilst also expanding the reach of the house and the opportunities for interventions within it.

Targets/Milestones

- To invite more external agencies into the ACE house to run further intervention programmes for students.
- To continue work on the ACE house garden project including the installation of an outside tap, purchase of a tool store and the creation of a memorial area with a bench. In order for this to be completed, students and staff are currently looking at a range of fundraising ideas including applications to the National Lottery Fund and the Kellogg's Grant for Schools.
- The implementation of a programme of training for a number of Year 11 pupils to become Mental Health Ambassadors. Their role will involve working with vulnerable pupils in the ACE house who would benefit from advice and guidance.
- To increase staff and community awareness of the ACE project to help generate more funding and sponsorship. This would involve initiatives such as running parent/carers coffee mornings.

Overview

Malet Lambert Academy continues to be an inclusive, high performing school that very much lives up to its mantra of, "where every pupil matters, where every pupil can succeed". There is a strong focus on developing the achievements and aspirations of all pupils as well as a desire to bring 'excitement and enjoyment through positive challenge'.

The academy has a long and proud history dating back to 1932. Once a grammar school, it became a community comprehensive school in 1968. More recently it joined the Education Alliance Trust in 2017. The Headteacher proudly states that the school, "continues to be true to the word 'comprehensive' some 50 years later".

Following the pandemic, the attendance of all groups is improving. There has been a particular focus on disadvantaged pupils and pupils with Special Educational Needs (SEN) and/or disabilities. An experienced team of pastoral staff are in place with a responsibility for attendance. This comprises an Attendance Officer; Attendance Administrator, Education Welfare Officer (EWO) and an Attendance Home and School Liaison Officer. Due to the increased capacity within the team, home visits to some of the academy's most vulnerable students are conducted regularly and patterns in individual's non-attendance are identified quickly and efficiently and therefore soon resolved. Initiatives such as a weekly voucher draw are also in place to further incentivise good attendance.



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Students that I spoke to as part of the assessment visit were respectful, well presented and keen to share their positive opinions about the academy. One student has said, "I just love everything about school".

The fabric of the academy is in excellent condition. Staff and students clearly take great pride in their environment. Words of encouragement, messages of success and celebratory images of student achievement adorn the walls.

Classrooms are spacious and enable individual, paired and group work transitions. The classrooms that were visited were well-resourced and displays in classrooms are clearly updated regularly and support the wider curriculum.

Malet Lambert Academy is well resourced in terms of its Information and Communications Technology (ICT) provision. In every classroom there are Interactive Whiteboards and visualisers and there is also a full suite of ICT rooms which can be booked for use.

In the dining spaces there is a very impressive Holocaust display and recently the academy has been selected to become a Holocaust Beacon School, working closely with the University College London, to enhance student understanding of the Holocaust.

The academy boasts a new purpose-built sports block consisting of a large sports hall and dance studio. There is also an external Multi Use Games Area (MUGA) and 3G pitches.

The academy's exterior is welcoming and gives students ample opportunities to interact socially at break and lunchtimes. There are a number of indoor food outlets and seating areas to ensure students have access to a comfortable place to eat. Students have access to an outdoor gym, basketball courts and football during their social time.

When meeting with the ACE ambassadors they all expressed their love for the school and said that they felt safe and supported. All students could identify a member of staff in school that they would seek support from.

A fully funded and well attended summer school ran this year for Year 6 students which gave students the best possible start at secondary life. Students who needed additional support were identified during this summer school and had opportunities to access the ACE house for additional support.

There are many varied wider opportunities for pupils at Malet Lambert Academy to engage in, after the academy day. These include a pride club, music, chess, English as an additional Language (EAL) club and many PE enrichments.

The graduated system of support is wholly embedded. A Learning Resource Centre (LRC) caters for vulnerable students at the start of the day and break times. Timetabled interventions for individuals and groups take place throughout the day in the ACE house and other areas of school and feature established interventions such as Emotional Literacy Support.



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A well run EAL room has been established which is very ably led by an EAL Co-ordinator. EAL students are well supported through either group work, one-to-one sessions or in lessons.

The ACE house caters for more complex learners including non-academic support such as SMASH mental health support, lego therapy and sensory sessions.

A learning walk of the academy demonstrated that there is a calm school environment where all students can learn and thrive.

There was not an opportunity on this visit to talk to parents/carers or guardians.

Whilst there was sadly not the opportunity to meet with Governors during this visit, Ofsted noted at their last visit that, "Governors know the school well. They are highly committed to supporting the school and they fulfil their responsibilities. They work closely with the Trust and are effective in holding leaders to account".

The week before my visit, students enjoyed a charity bake sale in aid of Children in Need. Students entered their cakes, buns and treats and a winner was selected.

The IQM Co-ordinator put together a very comprehensive programme for the one day to support the assessment process. I was welcomed into the academy with warmth and an honest approach. Staff welcomed the process and demonstrated an open culture of self-evaluation. I am exceptionally excited for the academy as it pursues the next leg of its journey in establishing the ACE project.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time. 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: Chelsea Allen

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd