



Annual Evaluation for the IQM Flagship Project



School: Malet Lambert School
James Reckitt Avenue
Hull, HU8 0JD

Head/Principal: Patrick Sprakes

IQM Lead: Keri Pearson

Date of Review: 4th November 2021

Assessor: Sarah Linari

IQM Cluster Programme

Cluster Group: Inclusion Pioneers

Ambassador: Sarah Linari

Date of Next Meeting: 30th November 2021

Next Cluster Group Meeting Focus: Behaviour for learning, SEND assessment and developing reading.

Sources of Evidence during IQM Review Day:

- IQM Flagship review documentation
- Ofsted Report
- National performance tables
- School website
- School policies
- Learning Walk
- School environment
- Inclusion data
- Alternative Curriculum Environment (ACE) presentation
- SEND audit summary



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- SEND transition booklet
- EAL provision overview
- EAL teacher toolkit
- Photographs of enrichment event

Meetings held with:

- Headteacher
- IQM Lead/Assistant Headteacher (Inclusion)
- Students
- Learning Support Centre Manager
- ELSA (Emotional Literacy Support Assistant) Lead
- SENDCo
- EAL Coordinator
- Level 3 Teaching Assistant – Literacy Intervention Lead
- Level 3 Teaching Assistant – Physical Therapy Lead
- Level 3 Teaching Assistant – Learning Support
- Learning Mentor
- Attendance Officer
- Attendance Assistant
- Educational Welfare Officer



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Evaluation of Annual Progress towards the Flagship Project

Attendance

Despite the increased challenges around student attendance for all schools nationally over the last 18 months, Malet Lambert have managed to sustain their overall attendance at least in line with national averages. Since the return to school in September, the attendance figure to date is 93%, which is above the national attendance data of around 88%. A particular area of strength is the attendance of students with special educational needs and disabilities (SEND) which has improved to be in line with their non-SEND peers at 92.7% and above the national average for students with SEND (84%). Across the other vulnerable cohorts, attendance remains above the national averages. The Pupil Premium cohort's attendance is 90.1% compared to 85% nationally. The attendance of vulnerable students (Social Worker involvement) is 11% above the national figure. However, the Attendance Team are always striving to improve and do not rest on their laurels. Although they recognise that there are many positives to share in terms of the most recent data, attendance remains a whole-school priority.

The Attendance Team consists of an Educational Welfare Officer, Attendance Officer and Attendance Assistant. They work closely with the non-teaching Deputy Heads of House to look at the key groups of students and identify trends. They work closely with the Safeguarding Officer and the fulltime school Social Worker. There is a culture of rapid information sharing, which means that interventions are timely and impactful.

Parental Engagement

The Inclusion Team understand that parental engagement, with close relationships with home, are key to supporting the children, particularly the most vulnerable. They carry out regular home visits. At the Inclusion meetings, individual children are discussed, and the relevant staff are allocated actions accordingly. This will often result in home visits or meetings to engage families.

Clearly the Covid-19 pandemic has impacted the progress towards this target as the school was unable to host parents in school for the majority of the year. However, they did manage to hold a Year 6 Open Evening for prospective parents, adhering to Covid safety protocols. Around 400 families attended the event. Attendance at virtual Parents' Evenings was high with 77% of families attending. Leaders are looking forward to expanding their work with parents and the development of the Alternative Curriculum Environment (ACE) will provide a new space to invite parents in for meetings and workshops. Hence this will remain as part of the targets for next year's Flagship Project.

Pastoral Roles

Due to the increased demand in pastoral needs amongst the student body, the Leaders made the decision to change the role of the Heads of House. Previously, the focus was on student progress, in particular progress of those students in receipt of Pupil Premium top-up funding. However, the Heads of House and their Deputies are now focusing on the social and emotional aspects of the role, supporting students in their house with behaviour for learning and mental health and wellbeing. Although the tutor groups are



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organised by year group, there are regular House assemblies to keep a sense of House identity.

The Inclusion Team feel more unified due to the changes to the pastoral structure and say that “everyone is aware of each other’s roles” and they “all take responsibility.” Communication has also improved and there is a more “joined-up” approach. A weekly pastoral meeting allows all members of the team to coordinate the best support for individual students.

Agreed Actions for the Next Steps in the Flagship Project:

Outline of Project - Project Title: “ACE”

This is a three-year project to develop an existing building on the school site into the ACE (Alternative Curriculum Environment). This will be a space designed and purposed around students’ wishes to help develop life skills, social skills, improve their self-esteem, confidence, and self-worth. This will give them the foundations to succeed and achieve.

The ACE will include both an indoor and outdoor space that will lead to exciting opportunities to develop sensory areas and garden spaces to ensure students learn about sustainability and have the opportunity to be entrepreneurial. Inside will see areas created for mentoring, group sessions, ELSA support and the teaching of life skills. The aim is also to use the house as an opportunity to create a link with the community and parents which, in turn, will see coffee morning and parent groups access the space.

The project synthesises all areas of inclusion and personal development. We discussed the potential for the children to fundraise to be able to further expand the project. The Leaders will look at National Lottery funding and similar opportunities.

The IQM Coordinator will capture holistic data to use as a baseline and plan evaluation points when she will assess the provision and compare data to the baseline for measuring impact.

Actions will include but are not limited to:

- Establish a secure a space in school to create an ‘outstanding’ provision enabling all students to achieve and make progress.
- Students to create their ‘ideal vision and plans.’
- Twice half termly committee group meetings to plan and assess progress towards the planning.
- Increase staff and community awareness of the intended project and to potentially generate funding/sponsorship.
- Physical work to start on the building and outdoor spaces.



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- Internal work and organisation of timetabling and spaces/staffing in preparation for September.
- Determine successful outcomes using holistic measures such as engagement/ attendance/ reported well-being/ parental engagement.
- Agree review dates for determining outcomes - termly/yearly.
- Visits to other schools who have an inclusion space by relevant members of the team.
- Official launch and opening of the ACE house planned for September 2022.
- A timetabled provision that will include alternative curriculum activities such as gardening, enterprise, sustainability, ELSA, life skills, sensory rooms, and small group sessions such as literacy, numeracy, and mentoring.
- Space for external agencies – school nurse/SWIS/mental health workers/college staff to meet students.
- Introduction of coffee mornings and parental workshops.

The Impact of the Cluster Group

Unfortunately, the Inclusion Pioneers did not have any meetings last academic year due to the pandemic and subsequent school closures which impacted the planned dates. However, the school has always engaged well with the Cluster Group through regularly attending and hosting meetings. The IQM Coordinator is looking forward to the in-school meetings this academic year.

Overview

The inclusive ethos is engrained in the culture at Malet Lambert. There is a warm, friendly atmosphere and visitors are welcomed by staff and students alike. When walking around the school during the review, all observed interactions between staff and student were positive. Students' attitudes to learning in lessons are good, as is their behaviour. There is a comprehensive support package for students to enable all to be successful. In his welcome on the website, the Headteacher explains that they "put the needs of individual pupils at the heart of everything we do." The non-existent permanent exclusion figures evidence this genuine commitment to including everyone and catering for individual needs. Due to its ever-growing success, the school's published admission number (PAN) has been increased by 25%, with current Year 7 and 8 having 350 students in each year group.

To further enhance the excellent inclusive practices, the Inclusion Team has worked with students to create a vision for an Alternative Curriculum Environment (ACE). They plan to renovate an outbuilding to provide a new space for this exciting new project. During the review, a selection of students who have been leading plans for the



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development of ACE presented their ideas to me. This was the highlight of my visit as the children were articulate, enthusiastic, and charismatic. They shared a clear vision for the project. They explained how they intend ACE to be used to “enhance life and social skills, support students with their sensory needs, encourage self-sustainability and entrepreneurial skills, offer and develop career opportunities” and “develop agricultural and gardening skills.” The ACE building will “provide meeting rooms for parents and outside agencies including coffee mornings and workshops” as well as “provide an outdoor learning environment.” The project outline and building plans have been well-thought through to provide holistic spaces including a kitchen area for life-skills sessions, a sensory garden with a greenhouse to be able to grow their own produce and a sensory room, providing a calm space to relax, for therapy sessions.

The curriculum at Malet Lambert is fully inclusive and accessible for all. During the review process, I met with a friendly group of students who regularly access Inclusion Support. They were enormously proud of the school and, in particular, their sporting achievements. One young lady showed me the sporting trophies she had helped win recently in a local inter-school competition. The Teaching Assistant, who leads physical support, works closely with Physical Education teachers to adapt the provision so that all students, regardless of physical ability, can take part and achieve successfully. Further evidence of inclusivity at Malet Lambert is the change of use of the previous isolation room to become a Reflection Room. Any students removed from lessons, due to poor choices, will spend time reflecting on their choices. Part of the process involves a survey completed on arrival in the Reflection Room. The data from the survey is sent directly to the House Pastoral Team who identify any concerns or needs which require further support and intervention. The Leaders have appointed a new Reflection Room Manager to ensure the experience is impactful and that it leads to not only improved behaviour choices, but higher engagement levels across all lessons.

Malet Lambert is a larger than average secondary school with higher-than-average numbers of students with special educational needs and disabilities (231 on the SEND register.) There are 20 Teaching Assistants and 7 Level Three Teaching Assistants. In addition to providing small group and 1:1 support in lessons, the Level Three Teaching Assistants have responsibility to lead interventions which are linked to whole-school strategic priority areas such as literacy, mental health, and wellbeing. To support all staff in ensuring the SEND students are successful across the curriculum, the SEND Coordinator has recently carried out an audit with all curriculum areas to identify teachers’ training needs. There are targeted Continuing Professional Development (CPD) sessions based on the emerging needs from the audit in conjunction with a fortnightly ‘top tips’ session for all staff. This term, the focus of the sessions is autism and literacy. The focus next term will be sensory and physical support. Through the CPD programme, the Leaders ensure that all staff are upskilled to work with children with a range of complex needs, aiding their confidence to adjust the learning to allow all to succeed.

The Inclusion Team describe the inclusive ethos at Malet Lambert as “happiness, engagement, and equality.” They want “every child involved” and “every child engaged” through a “tailored approach.” Due to the influx of students for whom English is spoken as an additional language, the staff feel that diversity is a current priority. There is an increasing number of students at Malet Lambert who speak English as an additional



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language (EAL). There are 94 EAL students on roll, with 24 different languages and 22 diverse nationalities amongst them. To cater for the increased demand, the school has appointed an EAL Coordinator whose role it is to assess students' English language level on arrival then implement the relevant intervention and support accordingly. Each child's linguistic competency in English is categorised into 'fluent,' 'competent,' 'developing competence,' 'early acquisition' and 'new to English.' 86% of the school's EAL students are either fluent or competent in English. To support the EAL students across the curriculum, each teacher has an EAL 'toolkit,' with a checklist of strategies and prompts to include all EAL learners in the lesson. The EAL Coordinator has also created a clear overview of the provision for each of the distinct categories of language proficiency. The school's swift response to cater for the growth in this area of need demonstrates their passion to ensure all children are included in all aspects of school life.

Malet Lambert is a genuinely inclusive school where students are nurtured, and where adaptations are made to ensure all learners can be successful. It is clear from the review process that the staff continue to be fully committed to inclusive education, with many areas of excellent practice. All staff involved in the meetings throughout this review process are fully aligned to the school's ethos. All students observed and spoken to as part of the review are happy and thriving in the inclusive, academic environment. I therefore recommend the school maintains its Flagship Status and look forward to seeing the impact of their exciting 'ACE' project in 12 months' time.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd