



Assessor's Evaluation for the IQM Flagship Project



School Malet Lambert School
James Reckitt Avenue
Hull

HU8 0JD

Head/Principal Mr Patrick Sprakes

IQM Lead Ms Keri Pearson

Date of Review 22nd November 2023

Assessor Mr Dirk Pittard

IQM Cluster Programme

Cluster Group Inclusion Pioneers

Ambassador Mr Dirk Pittard

Next Meeting TBC

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	Yes
Summer 2023	5 th July 2023	No
Autumn 2023	11 th October 2023	Yes

The Impact of the Cluster Group

Date of Meeting	Location of Meeting	Topic(s)	Outcome(s) for School
17 th Nov 2022	Outwood Brumby School	External provision and community Hubs	Inspired ACE project development into the community Personal development curriculum and parental engagement
2 nd March 2023	Stubbin Wood	Inclusive practice	
5 th July 2023	All Saints Primary	Unable to attend due to transition week at own school	



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11 th October 2023	St Wilfrids Academy	THRIVE curriculum	Currently researching how THRIVE could work in large secondary school
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Evidence

Discussions with:

- The IQM Co-ordinator.
- Principal.
- Vice Principals
- Assistant Principal and teachers with specific areas of leadership identified within the IQM Action Plan.
- Students involved with leading the Alternative Curricular Environment (ACE) House design and benefitting from the wider project.

Additional Activities:

- Morning welcome, reflection time.
- IQM documentation.
- Office for Standards in Education (OfSTED) Reports.
- Academy website and policies.
- Tour of school.
- Learning walk – focus on displays, positive discipline for learning, rewards, celebrations, and the 'Ambitious' curriculum.
- Scrutiny of website, social media, teaching and learning timetables and learning platforms. Including all reading resources and areas.



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Evaluation of Annual Progress towards the Flagship Project

This is the final year of the implementation of the ACE project and the school is ambitiously looking to develop a second Flagship project, starting this year.

The space was designed and purposed around pupils' wishes to develop life skills, social skills and improve their self-esteem, confidence and self-efficacy. All building work took place in 2022 and the ACE House is fully operational.

The ACE House provides both an indoor and outdoor space that enables pupils to learn about sustainability, hold group mentoring sessions, Emotional Literacy Support Assistants (ELSA), life skills groups, and use external agencies such as SMASH, Northcott outreach, one-to-one tutors and a safe space for vulnerable pupils during exam periods.

Work with the community has also started, such as coffee mornings with parents of different groups of pupils.

The space itself is purposeful and fits the original vision set out in 2021.

The whole project has created a model, and with increasing demand in other pastoral and curriculum areas, school leaders are looking to extend, modify and purpose different spaces to increase the support available to pupils.

Agreed Actions for the Next Steps in the Flagship Project

Following the successful completion of its first Flagship project, the school has designs on a second, ambitious whole-school proposal:

- Through the repurposing of existing spaces, rooms and provisions in school, Leaders aim to ensure the increasingly complex needs of their pupils are met.
- The overarching aim is to provide a space and provision in school that serves as a base for pupils who are re-entering mainstream or on the cusp of requiring additional support at an alternative provision.
- Strategically located on the edge of the school premises, it will ensure pupils still feel a Malet Lambert pupil and receive high-quality first education from their mainstream teachers. Alongside this, the ACE provision will be located within the school site. Part of this project will ensure that this outstanding provision is maintained whilst the capacity and provision elsewhere are increased.

Proposed Actions, Targets and Milestones:

- As a full pastoral team, decide what to improve about the current provision on offer to pupils who require additional support, taking into consideration the increasing numbers.
- Identification of the possible ways to improve our current provision.



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- Maximise the chances of the improvement occurring – considering the following:
 - Why the change might fail.
 - What are the barriers?
 - Maximise Review of the spaces available.
 - Review the current curriculum offer including INSPIRE/TFTF and Tigers Trust.
 - Use THRIVE to support interventions.
 - Visit other schools to see good practices with similar models – including the use of external agencies on site to improve attendance and behaviour.
 - Full review of staffing structure and roles.
 - Repurpose spaces to launch new provision in September 2024.



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Overview

Malet Lambert is a secondary school for 11 to 16-year-old pupils in Kingston-upon-Hull, East Riding of Yorkshire, England. The school is situated in the east of the city, its front facade overlooks East Park. It is part of the Education Alliance Trust.

The school first opened in 1932 and became a grammar school in 1944 before becoming a community comprehensive in 1969. The school converted to academy status in September 2015.

During my tour of the school, I observed purposeful and engaging lessons and had the opportunity to take in the incredible environment that Malet Lambert is to its learners. The main school building was designed as a two-storey Neo-Georgian building, with a central spine encompassing offices, a library, an assembly hall and a gymnasium. It was completely refurbished in a £22 million Building Schools for the Future (BSF) part rebuild/part remodel project in 2012. Only three of the ten original buildings (The Main Building, The Dearing Centre and The Lodge) were retained. A new dedicated sports centre was constructed on the west field behind the existing sports hall along with a new staff car park, 3G pitch and netball courts. The main Neo-Georgian school building was extensively refurbished both internally and externally, restoring it to its former elegance with the integration of new technology. A new two-storey rear extension, connected to the main building, was constructed. This encloses the two quad areas, one of which is covered with a transparent roof creating the school's new dining facility and library.

The school was last inspected by Ofsted between 4th and 5th October 2023 and all aspects were judged as “good”.

Key findings relevant to a judgement of whole school inclusive practice judged that:

- The school has great ambition for all pupils. Pupils study a well-designed curriculum, which is designed to give them the best possible life chances in the future. Most pupils make good progress and achieve well. The school is using various strategies to improve the consistency of progress for all pupils.
- Teachers are knowledgeable and enthusiastic about delivering the curriculum. The needs of pupils with Special Educational Needs and Disabilities (SEND) are identified and acted on by all staff.
- Reading is a priority at the school. Opportunities to develop reading skills have been newly introduced throughout the curriculum. These include learning subject-specific vocabulary, specific comprehensive tasks and the use of graphical organisers to help pupils to understand key vocabulary. Several new approaches are used to promote a love of reading among pupils.
- Pupils who struggle to read are very well supported. The school provides swift diagnosis and a wide range of intervention strategies. As a result, pupils make good progress and improve rapidly.



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- The school provides a wide-ranging extra-curricular programme of enrichment activities. Pupils are very enthusiastic about this and enjoy participating in lots of different activities such as crochet, board games, fantasy league and reading clubs.

A Flagship Project led by Student Voice

I met with a charming Year 10 pupil who gave a very passionate, emotional and heartfelt speech explaining how and why three years ago the 'Alternative Curricular Environment' or ACE House came to be. He explained that the original brief was to redevelop the dilapidated caretaker's house and transform it into an alternative learning environment for everyone including staff to enjoy. The plans were student-led and presented to the Senior Leadership Team (SLT) and the Inclusion Team. A key feature of the House's 'identity' is a handprint logo, a reflection of inclusivity. It uses the six houses and actual scans of students' hands to create a vibrant and easily recognisable image.

I was presented with an image-rich scrapbook documenting the incredible journey of the project. It celebrated a wide variety of events and opportunities that have been run out of the house including a highly successful life skills programme. I visited the house and saw for myself, the flourishing horticulture garden used to grow fruit and vegetables for the life skills sessions within the attached kitchen. Lessons are mapped to a personal development curriculum aimed at preparing the students for academic and social success. A small breakout room is used for careers advice, mock interview opportunities and support from visiting external agencies. Finally, a sensory area completes the facilities available for students needing stimulation to help them self-regulate.

Operating as a Life Skills hub, ACE House has also supported Looked After Children (LAC), utilising an external organisation for a one-half day a week to help with engagement, motivation, enrichment and attendance. Activities the students particularly enjoyed were cultural capital trips and a metal detecting session.

ACE House is a tranquil and peaceful space. School Leaders are right to be proud of the environment they have created to support their most vulnerable of students and the impact it has had in meeting their needs is clearly documented within the evidence discussed during my visit. This includes raising attendance, outcomes, student engagement and life chances.

High Quality Education

I met with the Curriculum Deputy who discussed the Ambition Curriculum. The Leadership team acknowledge that their students currently face challenges with literacy, especially following the pandemic and have met this head on.

The Assistant Headteacher with responsibility for teaching, learning and literacy elaborated further, discussing interventions. From Year 7, New Group Spelling Test (NGST) and New Group Reading Test (NGRT) and Cognitive Ability Tests (CATS) are conducted on all students. Anyone with a scaled score below 85 starts with guided reading during registration, supported by a Teaching Assistant (TA) that is monitored



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and tracked. The school is currently looking at a 'Sparx' reader to supplement the 'Sparx' mathematics intervention and homework support. IDL is a phonics programme that also supports the students identified through the Read Write Inc. assessment and dyslexia screener. Students with a scaled score below 73, are withdrawn from Modern Foreign Languages (MFL) for additional literacy support.

Current Year 8 and 9 pupils having completed this programme, continue with support as required. Reading for pleasure is incorporated within the literacy strategy and is well integrated within the school and curriculum. To promote the love of reading, the co-ordinator has led an assembly every half term for every year group, geared around people who have learned to read later in life and the impact it has had. Extra plus reward points are available for frequent readers and can be 'traded' in for treats and prizes during break and lunch in the library.

All students have access to a curriculum that school leaders believe develops powerful knowledge and the skills needed to lead successful lives and make a positive contribution to the community. I saw this effectively laid out and adapted within the school. For example, looking at the 'Inspire Curriculum', ten pupils in each year group follow a reduced curriculum built on life skills and knowledge. It meets their social, emotional and academic needs effectively and gives them the best possible chance of success and opportunity to reach their potential in all areas of life.

Attendance Gains

Highlighted as a priority nationally and within by Malet Lamber Leadership, I met with the Education Welfare Officer (EWO) who explained the strategies to monitor and improve attendance, persistent absence, part-time timetable reviews, Children Missing Education (CME) and a rising number of English as an Additional Language (EAL) students.

An attendance tracker has been in place for the last two years, originally a pilot with the Local Authority and holds all SEND/Pupil Premium (PP) information that drives weekly attendance meetings. Patterns are analysed and allow the attendance team to Red, Amber, Green (RAG) rate the pupils and escalate from phone calls to home visits and ultimately inclusion meetings and a potential prosecution pathway.

ACE House is being used to support in this area. A planned attendance coffee morning is being publicised for December and incorporates a strategy involving the school nurse, house team and safeguarding officer for an informal natter and relationship-building opportunity to start building a home-school relationship, discussing barriers to attendance and signposting where help is and how to access it.

Most of the students self-transport or walk to school but for a minority of students. The school is looking to support poor attenders with a minibus run. The newly appointed EAL tutor also conducts some attendance home visits as it helps break down communication and translation barriers.

Another example of very clever 'thinking outside the box' is to incorporate attendance meetings into parents' evenings for each year group. The attendance and welfare team also supports the Year 6 transitions evening and programme ensuring that high attendance is at the forefront of every conversation when a new student joins the school.



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The Education Alliance Trust

The Education Alliance is an established Multi-Academy Trust, which is developing collaborative partnerships with academies across the Humber region. They are ambitious for their schools, communities, young people and the lives of their employees. Recognising that schools and trusts face real challenges around achieving and sustaining excellence they have a robust plan in place to support their schools. Their vision is to make great schools and happier, stronger communities so that all have better lives. They believe that sustained excellence comes through effective ethical leadership and by leading with moral purpose.

This was my experience of the leadership, high standards and expectations of excellence from all that I saw in action at Malet Lambert during my visit.

I thoroughly enjoyed my visit to Malet Lambert School as part of their Flagship review. It continues to be a highly inclusive school with dedicated staff who truly care for the students. It is clear from the review process that the leaders continue to prioritise inclusion. Their work towards the IQM targets over the past 12 months has had a significant, positive impact.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award 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: Mr Dirk Pittard

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd