



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 27th November 2024

Assessor Mr Dirk Pittard

IQM Cluster Programme

Cluster Group Inclusion Pioneers

Ambassador Mr Dirk Pittard

Next Meeting 4th Dec 2024

Meeting Focus 'The House' AP Provision, PD Curriculum and the 'Be Well' Programme.

Cluster Attendance

Term	Date	Attendance
Autumn 2023	11th Oct 2023	Yes
Spring 2024	8th Feb 2024	Yes
Summer 2024	24th Jun 2024	Yes
Autumn 2024	4th Dec 2024	Yes (Host)
Spring 2025	TBC	
Summer 2025	TBC	

The Impact of the Cluster Group

Meeting Date	Location Meeting	Topic(s)	Outcome(s) for School
08th, Feb 2024	Outwood Foxhills School, Scunthorpe	EAL provision From good to Outstanding.	Helped shape some of the changes to the behaviour and rewards policy – whole school focus on the culture shift to positivity.
24th, Jun 2024	Sirius West, Hull	Emotional wellbeing, BSL and personal development.	Supported the implementation of a much broader personal development offer.
7th Oct 2024 National Inclusion Conference	Birmingham	Inclusive leadership, preventing exclusion, parental engagement, and positive behaviour strategies.	Refinement and feedback on the many different offers we have to support each individual.



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Key developments and their impact following the 2 cluster meetings and the IQM conference attended during the year were evident during my assessment visit. A new behaviour and rewards policy is deeply embedded, and positive student voice supports its impact throughout the school community. Aspects of the personal development curriculum discussed at Sirius Academy have led to additional opportunities to widen Malets own PD and 'Be Well' curriculum.

Feedback from the IQM conference was also very positive and the opportunity to attend a wide range of workshops and network with such an Inclusive 'family' of schools and leaders was greatly valued.

Discussions with:

- The IQM Coordinator & the Principal.
- Vice Principals.
- Assistant Principal and Teachers with specific areas of leadership identified within the IQM Action Plan.
- Students involved with leading the House design and benefitting from the wider project.
- Telephone call with a parent of a student supported by 'the House' AP.

Additional Activities:

- Morning Welcome, reflection time.
- IQM Documentation.
- 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

Target 1:

'Establishing the Why'

External reviews of the existing provision were carried out (Step 4 room and 'RESET') by Paul Grimes (The Hub), Gavin Lord-Chappell (Beverley Grammar School) and Dirk Pittard (IQM/St. Wilfrid's Academy) were evaluated resulting in the launch of Internal Suspension which has also been refined.

Areas for development are to redesign the behaviour spaces to ensure that Internal Suspensions have a more significant impact. To consider alternative timings for pupils in Internal Suspension and the development of Behaviour for Learning Policy to ensure that staff, pupils, and parents do not see Internal Suspension as a "soft option."

Target 2:

Review of current resources and spaces

Initial planning for 'The House' has been completed and a plan developed incorporating the curriculum, cohort, year group(s), rationale, and costings.

Target 3:

Implementation

Plans were presented to SLT and senior staff from 'The Hub' in order to receive feedback. As a result, the decision was made to work closely with the Hub to access their expertise in delivering AP provision and support by employing 2 of their outreach workers to lead 'The House'.

A cohort of year 9 students has been identified taking in a number of characteristics including academic ability, attendance, behaviour, SEND, dynamics with others and their current level of engagement with the mainstream curriculum.

The building was then developed, and resources were purchased. Key modifications include the development of the garden and decking area, new furniture, smartboards, CCTV, lockers, mag-locked doors, and laptops.

Senior Leadership have made a real commitment to staffing the "House," making it the second priority after Y11 staff. Staff timetabled have been given time to plan lessons.

Meetings have been held with prospective students and their parents to introduce the house and explain the rationale and its aims. All meetings were then followed up with letters home.

The 'House' was launched on Monday 4th November 2024



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Agreed Actions for the Next Steps in the Flagship Project

The second year of the Flagship project builds on the re-purposing of the spaces and provisions in school to ensure the increasingly complex needs of all 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 ensures pupils still feel like Malet Lambert pupils 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.

Planned actions are broken down into 3 steps:

Implementation

The first Cohort to start their provision in the House from 4th November. Carry out an initial review of individual placements and plan the next steps accordingly. Plan meetings with key stakeholders to review the overall curriculum/timetable. Once the cohort is reviewed, steps are to be taken for any pupils transitioning from House to mainstream or in another direction. Sharing of good practices between curriculum staff is to take place and Key stakeholder feedback is sought.

Planning for sustainability

Paul Grimes (The Hub) to lead a review of the provision and make recommendations for improvement and next steps. Review of individual student placements to take place. Once the cohort is reviewed, the next steps are to be taken for any pupils transitioning from House to mainstream or in another direction. EHCP applications are submitted for students with SEND as appropriate.

Impact Review and 2025/26 Planning

At the end of the academic year, an Impact review of provision is to take place, both for the House cohort and lessons in the mainstream. Reviews of individual placements and next steps to be planned. The staffing timetable for 2025/2026 was developed as a result of the reviews. An end-of-year Cohort review to take place and steps taken for any pupils transitioning from House to mainstream or in another direction.



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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.

School Leaders have worked tirelessly to review the whole school behaviour and rewards policy, creating a strategy that not only is fit for purpose but allows all students to achieve and meet their potential, no matter what barriers to learning they may face or trauma that they may have experienced.

Before the Flagship Project and changes to the Behaviour for Learning Policy (BLP), the majority of school interventions were run utilising 3 rooms or areas of the school: LSC 1 (which operated a reduced curriculum and isolated students from mainstream lessons), LSC 2 (which supported vulnerable students experiencing trauma or mobility issues) and the 'ACE House' which offered some ELSA sessions and AQA qualifications. Now, Leaders have transformed the school by utilizing a more coherent and trauma-informed approach and a graduated response to interventions.

Staff have bought in completely and despite just 11 weeks of implementation, their voices are incredibly positive and feel they are respected and listened to professionally. I saw this both during my school learning walk (where during lesson changeover teaching staff and support staff filled the corridors to guide and support the purposeful flow of students to lessons) and also during interviews throughout the day where they discussed the change of both school culture and mindset since September.

Staff feel that the 8 students being in the house rather than mainstream lessons is having a significant positive impact on the classes that they have left. A strength is that the 8 students are not at a PRU, but rather still on site and remain part of the Malet Lambert 'family' ensuring that they are still fully involved in school life and opportunities such as Careers post 16 conversations.

Staff explained that they were either chosen or volunteered to teach in the House. Relationships are key and most staff have some prior knowledge or experience working with the students in the initial cohort. They felt that they could focus better on the learning needs of the small group and meet them. Whilst having a positive impact on them, it also has led to improved outcomes for their classes in mainstream school environments.

The Hub is a Hull PRU within the Trust (joined in 2023). They have provided AP expertise, planning and experienced pastoral staff (one of whom is providing Leadership oversight). Malet Lambert is providing academic staffing and support. Importantly, staff teaching in the House (8, year 9 students, 50/50 male and female).

Average attendance 'pre-house' was 78% and is now 91% in just a month of the new provision opening. Termly reviews are held as the overarching long-term plan is to reintegrate the students back into the main school building.



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Careers advice and guidance features strongly and are linked to post 16 destinations, keeping NEET figures low and ensuring positive destinations for the vast majority of its pupils.

School Leaders and Staff are progressive and keen to embrace new technology. For example, using AI tools to generate resources for lessons. I witnessed an example History Lesson which involved ranking jobs men used to do before being sent to the front in WW1.

During my assessment visit, I was fortunate to have the opportunity to speak with a parent of one of the year 9 boys currently accessing the house. She explained that since he joined the house, she had seen a transformation in him. Both at home and in his attitude to attending school. He is far more prepared in the morning. Getting out of bed earlier and eager to start his day at school. The shorter days (9 am – 14:15) work well for him and his timetable features 3, 40-minute lessons in the morning which have a strong academic focus, and a PSE programme that follows lunch which she feels is preparing him well for year 10 and beyond.

The House Curriculum is an adaptation of the mainstream curriculum, modified to ensure its students can access learning. These shorter lessons allow for a similar amount of work to an hour in the main school due to smaller classes. The Year 9 curriculum mirrors the mainstream curriculum to ensure students are not disadvantaged if and when students re-integrate. Adaptations are made however to make the lessons more hands-on and engaging. Year 9 options due to take place and the school has developed an 'orange' pathway with additional literacy and numeracy supported by the 'Tigers Trust' and bespoke options.

Every Wednesday, an Inclusion meeting is held to discuss students in need of additional support and Intervention as well as analyse the impact. Power BI supports the meetings with real-time data analytics.

Reading Ages assessed for all students and adjustments made for students sent to 'school remove' which allows for ELSA and Circuit breaks to be put in place to support these students.

I thoroughly enjoyed my visit to Malet Lambert School as part of their Flagship review. 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: Mr Dirk Pittard

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd