



12th July 2018

Mr Dominic Smart
Headteacher
De Bohun School and Children's Centre
Green Road
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COE Review Date: 26th June 2018

Summary

It was a great pleasure to visit the school once again and to see and hear about what has gone on since my last visit.. Thank you to Zoe Ansell (Deputy Head) who made the arrangements for my visit. Zoe knows the school very well and there was no child or adult that we met on our walk around the school that she did not know. She is well versed on every aspect of the school curriculum and pedagogy, and she knows the challenges and opportunities the school faces. The Headteacher, Dominic Smart and Deputy Head work very closely together and both have a can-do approach that empowers others to take up their role. They are both very clear about the need to trust teachers and support staff to do their jobs and make sure they are not micro-managed at any level. Having said that your vision for the school is understood by all who work there and they are well motivated and keen to climb that 'mountain' with you.

Everybody I spoke to is very well aware of the need to ensure that outcomes for pupils are at the very least in line with national expectations so that the school can continue to support pupils with a wide range of need. Inclusion is never easy especially in these days where performance outcomes are constantly monitored, measured and compared. However, the school values every single pupil and is proud of the journey and achievements they make during their time at the school. Inclusion remains at the heart of your vision and priorities and the Headteacher and team of staff are to be congratulated on living your values and principles and making inclusion a reality. Every child really does matter at Du Bohun School.

Pupil numbers remain high as the school becomes more popular in the local community and being aware of the importance of marketing in order to stave off the possible threat of a new "all through school" opening nearby next year. It is now time to "blow your own trumpet" and let everyone know about all the amazing work you are doing at the school.

This is a happy school where children and staff work hard but obviously enjoy school. Low staff turnover is an indication of how much staff at all levels are valued and appreciated and are enabled to carry out their roles effectively.

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Adults work in partnership to plan and deliver high quality lessons and pastoral care. Children feel safe and secure and there is a tangible learning culture. Pupils want to achieve their very best and they do their utmost to live up to the high expectations their teachers have for them. Their attitude to learning is impressive.

The school outlined a number of specific targets in its IQM action plan last year. Most of these have been achieved or partially achieved. However, they have achieved a great deal this year that is not reflected in the action plan.

There were six main priorities outlined on the action plan. The first was to further develop foundation subject leaders to ensure there is full coverage of the curriculum and a progression in skills. This is an ongoing priority and the emphasis has been on carrying out subject audits in order to identify and then address areas for development for individuals and for phases. Following the audits subject leaders develop specific action plans with the core focus on progression in skills. The next step is to enhance the link between action plans and performance management to ensure they link to whole school priorities. A further development is to introduce a suitable assessment model for foundation subjects. We spent some time talking about how this might be done without causing even more anxiety amongst pupils and teachers.

Another priority in the action plan is to improve pupils' ability to confidently infer text and tackle reasoning questions in mathematics. As part of this development the school is taking part in the MIDAS Project which provides training on inference. The Borough of Enfield bid for funding to run this project and it is proving to be very useful. This work will continue next year.

Attendance at school has been a priority for a number of years and yet still remains on the action plan. The target of 96% attendance and to further reduce the percentage of persistent absence has been achieved by persistent and dogged attention to detail and instant follow-up to absence. A lot of work has gone on with parents and carers so that they understand the importance of good attendance and avoid taking children out of school for holidays and extended leave. This work starts in Reception even though attendance is not statutory at this stage. The aim is to get children and parents into good habits. Although the target has been reached, the school is anxious to maintain it and even surpass it next year. In reality the school is aware that work on attendance is never done as things change from year to year.

The school has extended provision in Early Years and Foundation Stage. There is now a pre-school class, and nursery classes and the aim is to ensure EYFS, KS1 and KS2 outcomes are in line with national expectations. This might be expected in every school but is more difficult in De Bohun because children arrive in with varying degrees of 'readiness' for school. One of the impacts so far is that more children who attend pre-school and nursery now stay on at the school and enter reception when they are ready.

Another priority on the action plan is to ensure that children are given opportunities to record their number work. This is done in a variety of ways but mostly through ensuring that recording numbers is a focus during Pupil Progress Meetings. Again, monitoring is seen as a way of ensuring that this is happening. Furthermore, teachers are asked to make sure their planning offers plenty of opportunity for recording

number work. Numeracy books have been implemented but this will remain a priority in order to embed the practice.

Decreasing the 'churn' or mobility of pupils is a key priority for the school. Children who start in Early Years and go right through to Year 6 achieve much better than those who join or leave the school at different times. The school has looked carefully at the reasons behind this 'churn' and much of this is beyond their control. However, there have been lots of activity around this issue including encouraging parents to join Parent Forums where they can express their ideas and their concerns. The need to give parents a voice in the school is important in helping to set the agenda for the coming years. Good communication is key, the school's approach is multi-faceted in order to reach every parent/carer. They use letters, social media, email, the website and text messaging as well as face-to-face communication. It is the warm relationships between parents and staff that makes a real difference. Teachers and the senior leadership team make sure they are visible before school and after school so that parents can talk to them. In addition, introducing parent meetings to support transition from Pre-school to Nursery and Nursery to Reception. An important and effective strategy was for the school to get translations of various information letters to give out to parents. This was really appreciated by the parents concerned. The school website has been updated and is well used by the school community.

We talked about some of the work the school has been doing that is not shown on the action plan but is worth capturing. Teacher wellbeing and workload are key priorities in a school that values every member of staff. Much of this work is worth sharing with other schools who are looking for ways to tackle wellbeing of staff. The school now only holds staff meetings when and if they are necessary and have a clear purpose. Instead they hold "enhancing outcomes meetings" which are similar to pupil progress meetings but occur far more regularly and enable teachers to talk about individual pupils and the barriers to their learning and achievement. The Assistant Heads facilitate these meetings. These meetings also act as a professional learning opportunity where teachers can have a dialogue around teaching and learning. Monitoring logs are used to record CPD provided and outcomes of Focus Walks and Book Scrutiny. These logs contain constant positive feedback to teachers and they can request specific training or development during these conversations. Individual teacher strengths are identified through these discussions as well as areas for development. As part of the performance management arrangements the Headteacher introduced a three-year self-development plan for all teachers and support staff. These are designed to get teachers and support staff to reflect on their own practice and to discuss their development with a line manager. Good practice is identified and shared, teachers often deliver training sessions for colleagues.

Colleagues at De Bohun School are very supportive of each other and the Senior Leadership Team are respected and are approachable. Everything possible is done to reduce their workload and to allow flexibility in working conditions. This is one of the reasons for the low turnover of staff.

The provision for SEND pupils continues to be good and teachers take responsibility for meeting the needs of pupils in the classroom. They are ably supported by skilled Teaching Assistants. However, currently there are 22 (soon to be 27) pupils on EHC Plans and this is equivalent to 5% of the total school population. The support for

learning services on offer from the Local Authority and outside agencies is severely diminished and teachers are expected to take on more and more responsibility. Funding is limited, the school is doing its very best to provide the highest quality education for all pupils no matter what their needs. This is increasingly difficult in today's climate.

The Deputy Head and I spent some time talking about the proposed action plan for next year and she will make some changes and adaptations then will send it to IQM Head Office before the end of term.

The detailed action plan has been addressed and all targets achieved to a greater or lesser degree. The school is moving at a fast pace and has been planning their own journey and setting their own direction. There is real confidence in the leadership and in turn the leadership team trust teachers and support staff to do their jobs without any micro-management. This is key to staff job satisfaction.

I am of the opinion that the school fully meets the IQM Centre of Excellence criteria and continue to be subject to annual review. The school has decided not to move to Flagship status at this stage as they believe they have more to do before they aim for that accolade.

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 COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

An extensive tour of the school dropping in on almost every single class in pre-school, nursery, reception and in Key Stage 1 and Key Stage 2, meetings with the Deputy Head, with one of the Assistant Heads who has responsibility for monitoring and supporting teaching and learning and tracking progress in Early Years and Key Stage 1. In addition, I met with the Headteacher and with the current SENCO (who is leaving at the end of this year) and the new SENCO who will replace her. The new SENCO is currently in charge of the ARK (alternative provision for a small number of pupils with complex needs). I was also able to speak to the teacher with responsibility for coordinating work around STEM subjects who is also pulling evidence together for the Science Quality Mark. Furthermore, I was pleased to spend break-time in the playground where I was able to talk to individual children whilst they were at play.

Assessor: Kenny Frederick

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