



31<sup>st</sup> July 2019

Mr Andrew Williams  
Headteacher  
Lunts Heath Primary School  
Wedgewood Drive  
Widnes  
Cheshire  
WA8 9RJ

**Assessment Date: 16<sup>th</sup> July 2019**

### Summary

Lunts Heath Primary School is a pleasure to visit. It is an overwhelmingly happy place, with a vibrant, uncluttered and immaculately maintained learning environment. There is a clearly articulated determination, led by the Headteacher and supported by all his staff, that all the children who attend Lunts Heath will be the best they can be by the time they leave regardless of their academic ability or personal circumstances. Children are encouraged and provided with every opportunity to excel in their chosen field, be that art and craft, music, sport, or spelling for example.

The assessment process included an evaluation of key documentation, discussions with parents, teaching and support staff, the children and the Chair of Governors, a learning wall with lesson drop-ins and lunch with the children. It also included an open discussion with the Senior Leadership Team and a school data and tracking discussion with the Deputy Headteacher.

The school has recently increased its PAN from 50 to 60 and this has resulted in an influx of children from other schools in the area, some of whom have additional needs. The school has responded positively to this change, training additional staff to support the additional needs of these children. Qualified staff are strategically deployed throughout the school in each key stage and are successfully cascading their knowledge to other staff members.

Excellent use is made of all the space in the school, for example, the staff have transformed a storage space into a calm withdrawal room. During discussion the children referred to this room positively as a place they could go to talk over their problems with a teacher or to have some quiet time. The library areas too are inviting and well stocked with the Key Stage 2 area having been designed by a child as a Reading Forest. This is one example of staff listening to the views of the children and acting upon them.

---

#### Award Offices

##### Inclusion Quality Mark Award

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

#### Contact

Tel. 028 7127 7857  
Fax. 028 7127 7856  
[info@iqmaward.com](mailto:info@iqmaward.com)  
[www.iqmaward.com](http://www.iqmaward.com)

#### Company Registration No.

07748285  
Inclusion Quality Mark (U.K.) Ltd  
Company Registered Address:  
Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG

The school uses a variety of mantras to very good effect. The School Council devised the "Be your best self" posters which are displayed outside each classroom and the children particularly referenced during discussion, the mantra, "practice makes progress." They talked about the fact that they weren't afraid to mistakes. One child stated that, "if I don't succeed I don't worry. I may feel upset but by working together I can make it work." The children believe that if they haven't succeeded "yet", they may well do in the future. In discussion the parents confirmed this attitude and recounted how their children referred to this at home. This idea was expanded when the children were asked about being challenged in their learning. They said that they were always challenged to try new things, learn new things. As the Deputy Headteacher said, "We don't ever put a glass ceiling on a child's learning."

Parents and carers confirmed that the school is constantly striving for improvement and they are regularly consulted. They discussed the schools, "Growth Mindset" approach and the "Power of yet." They felt strongly that the children were focused on their learning and that they knew that if they had an issue, the school would help them through it. The power of "social stories" to tackle mental health and particularly anxiety issues was discussed as was the fact that the support the children received was not limited to the child's own teacher. There was a very real sense that all the staff knew all the children. Parents valued the openness of the school and the level of communication. They commented on the level of mutual respect between the children and staff. They also felt strongly that the school was totally committed to success for everyone. As one parent put it, "every child has the chance to shine in equal measure."

Displays throughout the school are very interesting and at the moment are mainly based around the school's project of sustainability and the overuse of plastics. Based on a variety of relevant texts, the children have brought these books to life and have created art work and written work to compliment the displays. During discussion the children talked articulately about this work.

Within classrooms, the displays clearly show progress and aids to learning are clear. Children explained how working walls and the learning buddy system helps their learning and allows them to challenge themselves. Parents discussed examples of when this buddy system had helped their child and parents with children in older year groups commented on how the "joy" of reading was now a priority in the school rather than just the ability to read. They discussed how the children were impressed that the Headteacher told them what he was currently reading and this often led to interesting discussions at home.

Staff, Governors and parents reported that inclusion was at the heart of everything the school does. Inclusion plans are reviewed regularly by the Governors and the Senior Team. Staff reported on relevant research the school has carried out which has improved resilience and perseverance. Recently the school has expanded its work on Building Learning Power with a common language for learning now being used by all the staff. The Headteacher stated that they do not adopt any new initiative without exploring whether it would improve the opportunities given to the children.

The school has a rigorous tracking system in place The Deputy Headteacher explained how every term, each child was discussed and their progress challenged in conversation with the class teacher. This leads to clear and focused actions either at classroom level, through intervention groups or by seeking external support.

The School Council is a particularly strong group within the school and has led to various initiatives such as anti-bullying and anti-racism champions being appointed. Children talked confidently about leading assemblies and attending training around these issues. They talked about specific local issues too, such as road safety and the need to support Widnes Vikings (rugby team) through their difficulties. Collaboration with their own community was obviously very important to the children as it was to the parents who talked at length about the Summer Fair, for example, to which local groups such as the Scouts, the rugby team and the local Church were invited.

In conclusion, the inclusive nature of the school can be summed up by the statement of two children who said, "I absolutely love school because it helps us grow into the people we want to be... We work together to make our dreams come true" and "This school isn't for one kind of person. We are unique. It doesn't matter if people are different to us because everyone is welcome in our school."

I am of the opinion that the school fully meets the standard required by the Inclusion Mark The school is aware of areas for development. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Mrs Sue Wade**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## Element 1 - The Inclusion Values and Practice of the School

### Strengths:-

- The school has a clear vision that has been developed through consultation with all stakeholders of the school.
- The school systematically identifies barriers to learning and works to overcome them, constantly seeking out ways to improve their pedagogy.
- Although not culturally diverse, the school takes every opportunity to maximise any opportunity that arises to discuss diversity, such as celebrating the culture of two Spanish Children and opening up diversity discussion through the use of quality texts. The children talked about discussions about the colour of your skin, blindness and the lack of limbs. They talked with confidence about apartheid. The school teaches the children in depth about all religions and belief systems to the point that in discussion, children discussed without prompt, their desire to learn what it is like for children who are only aware of one religion. This reflection on their own and other's beliefs and values is a strength.
- Safeguarding and child protection procedures are clear and shared appropriately.
- Induction and transition arrangements are well organised and a strength of the school.
- Children feel safe in school and are particularly supported if issues arise. Children talk articulately about who they would turn to if they needed support and discussed the quiet room and "worry monsters" in particular detail.
- Children are encouraged through spiritual, moral, social and cultural development to be thoughtful caring citizens in school and within their community.
- Children are given every opportunity to achieve in their chosen area. The school has high standards and through the use of language, encourages children to explore and expand their knowledge.
- Achievement is celebrated through praise assemblies, super self-maths, house points and visits to the Headteacher for example.

### Areas for Development:-

- Ensure that the inclusive nature of the school is obvious and celebrated on the school website and in the school prospectus in particular.
- Ensure that the provision for the more able children is celebrated and made explicit in documentation.
- Explore ways of expanding the development of the more able, for example through links with outside agencies and other schools.



## Element 2 - The Learning Environment, Resources and ICT

### Strengths:-

- The school is very welcoming, well maintained and displays are interesting and vibrant.
- Classrooms are calm, purposeful and uncluttered.
- The outdoor spaces in all key stages are well maintained and include break time activities. Plans to include activities for those children not particularly interested in sport are interesting.
- School grounds are used effectively and include Forest School provision.
- The Foundation Stage resources are well maintained and attractive. Continuous provision is good.
- The school uses its limited ICT resources well. The children talked confidently about their use of computer programs and their enjoyment of podcast production. ICT is used to engage children with challenges and to encourage children to challenge themselves, especially in reading. Staff talked about budget limitation regarding the purchase of additional ICT resources, but also discussed how they continued to try to overcome this by developing a green screen room and sourcing ways to purchase additional iPods for school.

### Areas for Development:-

- Continue to increase the opportunities for ICT learning and ICT after school provision. Children talked for example, about their desire to explore the idea of their own radio station.
- Increase the opportunities for children to contribute to ICT communication through, for example, contributions to the school website.
- Continue with plans to expand outdoor break activities.



## Element 3 - Learner attitudes, Values and Personal Development

### Strengths:-

- Children are happy and friendly. They greet visitors with respect and are eager to share their love of their school.
- Children were able to explain in detail their school's values and expectations.
- The children talked confidently about how they challenge themselves and what they would do if they were "stuck" They were particularly keen to share how they support each other and feel confident in doing this.
- The behaviour of the children throughout the assessment was exemplary.
- Children displayed positive and enthusiastic attitudes towards learning.
- The provision provided for the personal development of children is very good. They are given the opportunity to develop their own interests and passions.
- The children are extremely tolerant of each other and their differences. They talked confidently about diversity.
- The school operates a "random act of kindness" philosophy where both staff and children will carry out small acts which enhance the feeling of well-being throughout the school.
- The obvious sense of social responsibility is a strength of the school.

### Areas for Development:-

- Continue to find opportunities to discuss and celebrate diversity.
- Continue to build links with other agencies and schools to work on social responsibility.



## Element 4 - Learner Progress and Impact on Learning

### Strengths:-

- Combined and individual results at each Key stage in Reading Writing and maths have historically been well above average. However, progress measures have been mainly within the average bracket with progress in reading being recorded as slightly below average. The school is aware of this and has analysed the reasons for it. Adaptations have been made to the reading curriculum in the Early Years and Key Stage 1 to ensure a greater depth of knowledge and understanding in reading rather than progression through reading levels without necessarily the inference and deduction skills required for greater depth. The school has also concentrated on the purchase of high quality individual reading books and class texts. The school is monitoring the effectiveness of this approach carefully and realises that improvements will take time to embed.
- The school curriculum has been extensively reviewed and improved with the introduction of Focus Education adapted materials and the use of highly effective quality texts as hooks for learning.
- Effective research has identified the need for a common language of learning used by all staff and children.
- Teacher pedagogy has been greatly enhanced with training on the Growth mindset, the use of question stems, the use of deeper open ended questions and meta-cognitive language. The idea of “Thrive in 5” has been adopted which instils resilience and confidence.
- The use of cursive handwriting programme throughout the school has encouraged presentation and helps all learners with spelling and writing.
- Staff development has been reorganised and is effectively linked to appraisal discussions. Staff are effectively held to account for pupil progress and are effectively supported if development needs are identified.
- Staff training is also effectively linked to the needs such as the training provided for support staff - the ELSA training which was sourced in response to pupil need.
- The senior team and key stage teams meet regularly to discuss issues and individual children and are very well aware of their specific needs.

### Areas for Development:-

- Continue to closely monitor the progress as well as attainment of all groups across the school, particularly in reading.
- Continue to monitor the effectiveness of recently introduced initiatives.



## **Element 5 - Learning and Teaching (Monitoring)**

### Strengths:-

- The effectiveness of teaching and pupil progress is monitored termly. Teachers are held to account for pupil progress and discussions are rigorous.
- Staff are expected to meet their personal targets and are given a four point grading.
- The development of the teaching and support staff is taken seriously and staff meetings have been changed to staff development meetings were all are expected to contribute.
- Teaching staff use a variety of formative and summative assessment and moderation and quality assurance of that assessment is robust.

### Areas for Development:-

- Continue to ensure the staff are held accountable for the progress of all groups of children within school.
- Make the provision for the more able children explicit and a focus for discussion during pupil progress meetings.



## Element 6 – Parents, Carers and Guardians

### Strengths:-

- It is clear that the school has a strong appetite for engaging with families and the local wider community. It successfully ensures that parents and carers feel valued and part of their child's education.
- Parents reported that they were extremely well informed through the use of email and twitter and were consulted on all major issues in school.
- Parents reported that transition arrangements for children at all stages of school life were particularly good.
- During discussion, parents stated that all staff went the extra mile for their children and they felt this extended not only to their individual class teacher but to all staff.
- Parents with children with additional needs felt supported and well informed about all aspects of provision for their child.
- It was clear that parents valued the community aspect of the school and they talked in depth about the success of joint ventures such as the School Fair, the Mersey Litter picking initiative and the recent plastic in the environment book/art exhibition.
- After school club provision and the wide range of activities available for the children should they wish to take them up was praised.
- Parents valued parents evenings and were pleased that at such events they were asked their opinion on aspects such as the school's mission statement and values.

### Areas for Development:-

- Continue to develop the website to include details of the parent teacher association.
- Continue with the initiative to provide e-modules of learning for parents.



## **Element 7 - Governing Body and Management: External Accountability/Support**

### Strengths:-

- The Chair of Governors reported that recently some experienced members of the Governing Body had retired which had led to some capacity difficulties. The school had addressed this by seconding him from another local school.
- It was clear that Governors were provided with information regarding the performance of the school and its successful initiatives, for example, they were kept informed through staff presentations and reports. These events celebrate success but also challenged results and expectations.
- The Governing body had a clear understanding of its role and responsibilities. They have formed a working party and have developed a 5 year strategic plan in collaboration with the school leadership.
- The Chair of Governors was keen to explain that inclusion matters permeated everything the school did and all stakeholders worked collaboratively.

### Areas for Development:-

- Continue to develop capacity and challenge.



## **Element 8 - The School in the Community and how this Supports Inclusion**

### Strengths:-

- Parents reported that the school has very strong links with the community and is constantly looking for opportunities to develop this collaboration.
- Extra-curricular activities enable pupils to develop in many ways and in particular gives them the opportunity to represent their school in inter school sporting and music events.
- The school has a calendar of partnership events and children report that they have regular contact with the community police road safety officers for example.
- The school regularly invites parents and the wider community into school for social events and performances.

### Areas for Development:-

- Develop further links with local schools to, for example, support the more able children or to further celebrate diversity.
- Continue to invite visitors into school and give pupils the opportunity to visit groups within their own community.