



# Inclusion Quality Mark (UK) Ltd

12<sup>th</sup> May 2017

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Headteacher  
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Gautby Road  
Birkenhead  
Merseyside  
CH41 7DU

**Flagship Review Date: 24<sup>th</sup> April 2017**

## Summary

Holy Cross Catholic Primary School is a smaller than average Primary School with 142 pupils on roll at the time of the review, situated in Bidston, north of Birkenhead catering for pupils aged three to eleven years old.

The school is situated in an area of high social disadvantage. Figures released in 2014 stated that the school is in the top 3% of areas of deprivation in the country with 52% of children deemed to be living in poverty. Many of the children and their families face a range of issues and need a great deal of support such as improving parenting skills.

Support for pupils with diverse special educational needs is a high priority for the school as is support for pupils with emotional and behavioural difficulties. In 2015, 85% were entitled to the Pupil Premium. The school's deprivation indicator is in the top 20% of schools at 0.68 compared with the National Average of 0.24. The attainment levels of children on entry to Foundation Stage are below those found nationally with a substantial proportion working well below.

Holy Cross has very close links with Health, Social Services, children's mental health agencies and the voluntary sector to offer vital support to families experiencing difficulties through a multi-agency approach. The school also provides opportunities for speech and language development through a resident speech therapist to address a real area of need for the school. Many families require support with parenting and literacy skills.

The ethos of the school celebrates and upholds Catholic, Christian values and promotes inclusion, whilst maintaining high expectations of pupils' conduct and achievement. The school's aim is, *"to provide care and support for the 'whole' family unit, not just the child within its setting"*. This is shown throughout the school environment through eye

catching displays and in the lovely art work on show around the building.

Thank you for inviting me to come back to your school to carry out your first Flagship Review. I enjoyed my visit immensely. It was a pleasure to meet staff, pupils and parents who were all extremely supportive of the school and spoke so openly about what happens there. I was again impressed by the welcoming nature of the school, the friendliness of the pupils and the dedication of all staff, both teaching and support, to ensure that the needs of the pupils are met daily and over time.

My visit was well planned and organised by Joanne Steers who produced a review of last year's Action Plan and detailed plans for the year ahead. Over the course of the review it was clear to see evidence of your mission statement *'To Love God and Love One Another.'* This is clearly encapsulated in everything that happens at Holy Cross, as a school and as a part of the local community. A school that continually seeks to enrich pupils' lives and give them a safe, happy and an exciting place to learn and grow, this was clearly in evidence when I spoke to a group of pupils during the day.

This is a school that is clearly at the heart of its community where inclusion is ingrained in the very fabric of the school and in every area. Holy Cross School is an impressive, inclusive learning environment where pupils are encouraged to achieve their full potential. The school is committed to including all children. Inclusion pervades every nook and cranny, an ethos and a culture that includes all members of the school community.

Again, I was impressed by the confident, respectful and happy pupils and by the shared vision of the staff employed or volunteering at Holy Cross School, who are committed to inclusion in its broadest and best sense. Staff are inspired to develop as individual learners and to contribute to the inclusive ethos of the school. There is a happy, stimulating, learning environment throughout with a focus on helping pupils to develop the skills, which they need to be effective and independent lifelong learners.

Pupils are friendly, polite and able to talk honestly and confidently about their learning. I met several staff and pupils to discuss and thoroughly explore both the review of last year's actions and the Action Plan for the year ahead, which also enabled me to build up an outstanding picture of inclusive practice at the school. Everyone I met was helpful and spoke very positively about their experiences at the school.

Please pass on my thanks to the pupils I met who were unfailingly polite, enquiring, pleasant, and a credit to themselves, their families and the school and to the staff and the parent I spoke to who were extremely enthusiastic about the way in which the school works to ensure everyone is included and highly motivated to get the best out of the pupils or in the case of the parent the best for their children.

During the review, I saw the school at work and experienced at first-hand the truly inclusive ethos and culture that is embedded in everything the school and its staff do, is ingrained in its structure and is very tangible to all who visit the school. Pupils are valued

for who they are and what they will become. The staff at all levels are very positive about the school and go the extra mile and beyond to ensure that the pupils' needs are met. There is a fantastic quality of support, care and nurture that is continually evolving to further enhance provision at the school. All members of staff I spoke to in meetings or around the school were very positive about Holy Cross and they work exceptionally hard to ensure that the needs of pupils are met. There is an excellent rapport between the staff, the pupils in the school and a super quality of support, care and nurture that is continually evolving to further enhance provision here. They are extremely hard working, motivated and professional. They are committed to ensuring every success for their pupils and themselves, the school and its staff work hard to ensure every pupil is known and stretched to achieve their full potential.

I am of the opinion that based on the evaluation and review of 2016-17 and the clear targets the school has set for itself in 2017-18, the school is well placed to meet all the criteria of the IQM Flagship Award.

I recommend that Holy Cross Catholic Primary School retains Flagship status and is reviewed again in 12 months.

**Assessor: Steve Gill**

**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

Prior to the review, information was gained from the school website including key policies such as The Anti Bullying Policy, The Good Behaviour Policy, SEND Policy and SEND Handbook, SEND Local Offer, Draft Prevent Policy, Indicators of Vulnerability to Radicalisation document, and the Safeguarding Policy.

Other documentation looked at included Pupil Premium information, the latest Ofsted Report from January 2014 where the school was deemed to be good. Information about The PE and Sport Action Plan Premium, Assessment Principles, Moral Purpose and Rationale, the school's Mission Statement, British Values documents, Performance data, the Approach to Teaching Phonics and Reading Scheme, information about the Governing Body including Pen Portraits and information about the school Inclusion Council as well as a variety of other documents including School Newsletters and reviews and past IQM reports, Action Plans and review documents.

During the review an initial meeting was held with Joanne Steers, Inclusion Manager to review last year's Action Plan and decide on a more effective format for reviewing the action plan going forward for 2017 -18. I attended a Communal Worship and Celebration Assembly. I had further meetings with The Head Boy and Head Girl who explained what their roles were to me, how good the school and staff are at supporting their pupils and how everyone felt part of 'The Holy Cross Family', I met with the 'Schools Digital Leaders' Year 5 pupils who have expertise in technology and were developing their ability to support other pupils and staff.

I was able to visit Foundation Stage 1 and see the staff and youngsters at work and have a brief discussion with Emma Ibie, the RE and EAL Leader for the school. I met Linda Hughes, a Level 3 teaching Assistant with responsibility for EAL pupils to discuss the support offered to EAL pupils in the school and through MEAS (Minority Ethnic Achievement Service), I met Jane Gawne, Deputy Headteacher to discuss the Foundation Years Trust, PEEP and the support offered for Speech and Language through the bought in provision of the school's own Speech and Language Therapist who works additionally for LA Services one day a week, and a meeting with the Headteacher, Jane Bradley and Joanne Steers to discuss the Flagship Action Plan for 2017 -2018.

As part of the process, time was provided to review the progress made against the 2016-2017 Flagship Action Plan with Joanne Steers and a variety of other staff I met during the review. During discussions staff expanded on why certain plans had been more successful than others and why some actions would be ongoing actions and part of the 2017 – 2018 Action Plan. As part of this process we agreed on a format for review during the year ahead that would allow a more flexible and reflective process throughout the next twelve months. The discussion giving me a complete picture of Holy Cross's outstanding inclusive practice and giving great insight into what plans they have for next year and the reasons underpinning them.

The review of documentation provided by the school during the day included the School SEF, Whole School Action Plan, Racial Equality Policy, International Policy, Person centred Planning documents, The SEND Information Report, Provision mapping documents, examples of SENAAT reports, SEN Subject Evidence File, Speech & Language Therapy Reports, Records of Interventions undertaken, AEN files for years 4, 5 and 6.

Evidence of Twilight courses provided, such as reading Recovery Strategies, information about Target Tracker, Wirral Primary EAL Assessment Profile, The City of Sanctuary Schools' Resource Pack and a variety of documents brought along by staff during the numerous meetings and discussions during the day. The discussions with the Inclusion Manager and key staff provided helpful opportunities to reflect on the sustained superb practice seen and heard, as well as to agree the areas for focused development over the coming year.

### **Assessment Commentary on Flagship Action Plan for 2017 – 2018**

#### **Element 1 – The Inclusion Values of the School**

- To consider attending a Team Teach training course and send a member of staff to be trained as a Team Teach Trainer to deliver de-escalation techniques to other staff and schools within the cluster.
  - This is a forward target from last year that was partially met. A staff meeting about Safe Handling was led by the HT during the Autumn Term. A Safer Handling Policy will be discussed and implemented to ensure that Safe Handling of pupils is adhered to and that everyone who works in school understands the Safer Handling Procedure.
  - Team Teach Training or similar will be looked at during the academic year by The HT to have one or two members of staff trained on restraint procedures and then be able to deliver de-escalation techniques and training to other staff in the school.
- To continue to develop E-Twinning opportunities for all pupils F1 – Year 6 and to gain The International Schools Award.

E-Twinning is a free online community for schools and FE/VET colleges in Europe. Through participating in eTwinning, Holy Cross School can search for suitable partners across Europe to carry out small projects before applying for Erasmus+ funding; collaborate securely online, grow and extend their partnership, before, during and after an Erasmus+ project; enrich learning and motivation of pupils aged between 3 and 19 and staff; access high quality professional development and ready-made resources; raise standards across the whole school community and gain recognition for their commitment through the eTwinning awards and the International School Award.

Holy Cross have joined the eTwinning community and has already developed links with other countries through Mrs Wilson, ICT and MFL Co-ordinator in France and has

participated in projects and challenges set by the International Schools Award as part of the programme. When the challenge has been completed the school then set a follow up challenge for the International school to take on. Year 6 are currently developing an Odd Number game as part of the programme and they are also working on a whole school project to develop a 'Hand Prints' poster. It will be interesting to see an analysis of the impact of the school's involvement in eTwinning at the next review point and to see how far they have gone in achieving The International Schools Award.

They should be commended for their involvement in this programme, spreading inclusive practice across borders.

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

- Purchase and introduction of iPads in school.

The school has purchased a set of iPads to use in school as a valuable resource to aid learning. Mrs Wilson, IT Leader, is working closely with SimpliCIT, a company who are dedicated to making IT simple and to enhance educational outcomes for schools by providing high quality technology support services. The next steps for the school are to train staff on aspects of use such as blogging, programming and the use of apps so that through SimpliCIT support and guidance can be offered and then the apps can be used in lessons with pupils to enrich the curriculum staff's teaching and pupils' learning in exciting and innovative ways.

- Introduction of Digital Leaders to work with SimpliCIT – train up pupils to take ownership of computing in school and up-skilling teachers at Holy Cross.

Pupils from Year 5 have been selected and trained as Digital Leaders by SimpliCIT. Giving the selected 9 year 5 pupils the opportunities to learn higher level computing skills, which can then be disseminated to support other children and staff with their learning in this ever-growing area. During the review, I had a meeting with the Digital Leaders and was impressed by their knowledge despite only being five weeks in post and by their enthusiasm to improve what they are doing, having suggested they could utilise the video capability on iPads to showcase what the school does, two of them came to see me half an hour later to tell me that they were going to do just that later in the week.

The DLs are available for support at lunchtimes and can go to classrooms to offer support in the use of the school laptops and iPads. SimpliCIT has given weekly training to the Digital Leaders in the Spring Term to upskill them. I have discussed with the school an opportunity to contact an IQM school in Bolton that uses iPads for all staff and all pupils in Years 5 and 6 through a leasing agreement and suggested it may well be worth arranging a visit for the IT Lead and the DLs as the school has a similar scheme whereby pupils support other pupils and staff although they are called iGenius. It would be useful to arrange contact either via phone, technology or a visit as the identified school are further on in their digital journey than Holy Cross and could be a source of

great support and help them to accelerate progress in this area. It will be of great interest to see how far this has developed at the next review point.

### **Element 3 - Learning Attitudes, Values and Personal Development**

- Invest in the School of Sanctuary Award.

Holy Cross Catholic Primary having looked at the Anti Bullying Ambassadors scheme decided to invest in the School of Sanctuary Award, which works hand in hand with instilling an Anti-Bullying Ethos in school. The award focuses on making the school environment feel like a safe sanctuary for all pupils, paying attention to creating a safe, warm, inclusive environment for all who enter the school community. Emma Ibie has registered for the School of Sanctuary and in the Autumn Term, ran Anti-Bullying Week, Black History Month and put in place a Refugee Scheme of work for the whole school to follow. She also liaised with Mrs Smith from MEAS to continue to support the Romanian and Polish speaking children in school. During the summer term, there will be specific assemblies and units of work to do with the award disseminated throughout the school. It is hoped that the School of Sanctuary Award will be completed by the end of the summer. It will be of interest to see how far this has developed and the award completed at the next review point.

- Staff training on reciprocal reading and introducing it to the school.

The school's English Lead is keen to move away from Guided Reading Sessions that are currently being offered and to take on a Reciprocal Reading Approach, as she considers that it will help the pupils make better progress with reading, as well as developing their critical thinking skills across the school. Reciprocal reading is an effective and proven approach to developing reading and comprehension. As an intervention programme, it is particularly effective with children who can decode but do not fully understand what they read. However, the reciprocal reading approach and strategies are also very helpful for shared reading and, particularly, guided reading.

Reciprocal Reading was developed in New Zealand in the 1980s. Although it is known and promoted as a successful approach to reading, it has never been extensively adopted in this country. Reciprocal Reading will help children who:-

- Can read but struggle to understand.
- Can't explain their understanding to others.
- Read very slowly because they are focusing on accurate decoding so do not get the flow of the text nor grasp its meaning.
- Read too fast and don't pay attention to what they are reading.
- Only read for plot events not the details within the writing.
- Lack confidence when reading new or unfamiliar texts.
- Have a limited reading repertoire - who read only very undemanding texts or only texts by the same author for example.

- Have impaired understanding through limited understanding of vocabulary.
- Read text avidly but never question the meaning of words or what they have just read. Find it difficult to cope with specialist texts from different curriculum areas.

The school is looking for an appropriate date for training with the Headteacher of Leasowe Primary school who as Deputy Headteacher at St Peters Catholic Primary School set up and ran an innovative reciprocal reading scheme. As part of this process of change, the school will look at RR courses and Joanne Steers will liaise with the HT at Leasowe Primary School to arrange to visit and observe with the aim of it being embedded in the school as soon as possible. It would be useful to see a full review of the of the RR scheme during the next review point if it has been in place long enough to measure the impact.

### **Element 4 - Learner Progress and the Impact on Learning**

- Review of how Marking and Feedback is issued throughout the school. Seeking to change to a Feed Forward approach led by verbal appraisal.

Marking was an issue identified in the last OFSTED report, there has been a focus on getting it right since then. In discussions with advisors from the Local Authority, it was decided that a pilot would be introduced to move away from the heavy workload of marking that is now in place at Holy Cross to ensure more successful outcomes for pupils.

Team Leaders got together to look at a 'verbal feed-forward' approach whereby both staff and pupils work together to recognise the successes of a piece of work and ways in which to move learning forward.

As part of the review of the Marking & Feedback Policy an external Appreciative Enquiry 'See through the Lens' was undertaken in Holy Cross with local cluster schools and the LA during the Autumn Term (Wednesday 9<sup>th</sup> November 2016), consisting of the HTs of St Peters, St Pauls, St Josephs and St Mary's that looked at teaching and learning and involved a work scrutiny almost as a mini Ofsted inspection. From this a RAP Action Plan was created looking to redesign marking and feedback within the school, with the Action Plan to be carried out during the Spring and Summer Terms, looking to move away from intensive marking from the next academic year. There will be a focus on a Feed Forward approach from September where strong feedback that is timely, specific, actionable and pointing pupils in the direction of more useful information will be implemented.

A system where pupils will be given opportunities to re-learn and practise the skill again right away. To feedback well is to "feed forward". That is, teachers should ask themselves: "How will I use what I learned in the feedback process to inform my teaching?"

Feed-forward helps teachers anticipate misconceptions and decide what needs to be re-taught and to whom. Too many teachers fail to (a) track their feedback, and (b) use the



data to alter their upcoming lesson plans. While Holy Cross has not yet updated its policy in this area it will be interesting to see as this develops and in light of the recent emphasis by Ofsted on students' books and files as evidence of "deeper learning" and "rapid and sustained progress over time" whether they move from a marking policy to a feedback or even feed-forward policy.

- Continue to develop The Nurture Group Provision for Year 4 & 5 pupils.

The school has recently identified a group of 13 Year 4 & 5 pupils who have a range of additional needs such as Mental Health, Moderate Learning Needs who were not making the appropriate progress in their classes. Therefore, the school looked at different ways to support them to achieve and decided that the best way forward would be to create a Nurture Group. The Nurture Group is taught by the Inclusion Manager Joanne Steers, in the morning, the group are involved in nurture activities and the teaching of number and literacy skills.

During the afternoon sessions, they are supported by 2 TAs and are involved in project based activities. Currently the project is about rainforests and will involve cooking, planting and experiments. The Nurture Group has been running for 8 weeks and to date there have been no issues and all pupils are actively engaged in their learning which wasn't the case previously. The Nurture Group has been set up so that if a pupil makes the requisite progress they can be seamlessly returned to their original class. It will be interesting to see an analysis of progress and performance data at the next review point.

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

- Pilot of Pre-Entry Assessment stages for SEND Pupils' assessments.

The Inclusion Manager has and continues to work closely with Di Hollis (LA) to look at assessments for SEND pupils in relation to life without levels and the removal of P Levels – in line with assessment guidance advised in the Rochford Review. The final report's recommendations included:-

- the removal of the statutory requirement to assess pupils with SEND who are working below the standard using performance scales (P scales);
- that the interim pre-key stage standards for pupils working below the standard of national curriculum tests are made permanent and extended to include all pupils engaged in subject-specific learning;
- that schools assess pupils' development in all 4 areas of need outlined in the SEND Code of Practice,

but statutory assessment for pupils who are not engaged in subject-specific learning should be limited to the area of cognition and learning.

The Inclusion Manager was due to lead a staff meeting at the end of the day of the IQM review to disseminate information to all staff to trial with their AEN pupils and will use templates from Rochford Review to assess SEND pupils in line with ARE going forward. Staff are to begin using the resource as a matter of course when they are fully familiar with the form in September 2017. The Inclusion Manager and the school are taking a leading role with the LA SENCO team in a national trial of the pre-key stage descriptors and are the only Wirral School to be involved, as such, Joanne Steers will disseminate and feedback to Wirral SENCO meetings as the trial progresses. This is an example of how Holy Cross is at the cutting edge of new inclusive practice and helping to develop it for other institutions and at a national level.

- Develop the use of Target Tracker.

Target Tracker is a new assessment and monitoring tool which has just been implemented at Holy Cross during the summer term. Its statements link closely with the new curriculum and allows teachers and support staff to have a better understanding of what Age Related Expectations look like. Target Tracker is an assessment education software package supporting entry, analysis and sharing of pupil progress and attainment data through Early Years and Key Stages 1 and 2. It includes complete support for the National Curriculum ensuring subscribers are up-to-date with the latest best practice.

The system lets stakeholders work collaboratively with access to the most up-to-date information. With simple, time-saving assessment entry tools and multiple ways to view the data giving comprehensive tailored reports that highlight whether pupils are above, below or meeting expectations and allows users to create reports for children, parents, teachers, managers and governors, supporting self-evaluation, performance management and preparing for Ofsted. At the time of the review the system was still being embedded and Target Tracker in-house training sessions had been put in place instead of a staff meeting every fourth Monday. It will be of interest to see how this has been adopted at the next review point.

- Inclusion Manager has been invited to become a KS2 Moderator for Writing.

The Inclusion Manager has been invited to become an external KS2 Writing Moderator, after Holy Cross was moderated for writing last academic year and the school was seen as an example of outstanding practice. This will bring more expertise to all staff at Holy Cross and provide resources, advice and guidance to support writing in school. Joanne Steers attended Moderator Training in the Spring Term and will begin moderating at other schools from May onwards.

### **Element 6 - Parents, Carers and Guardians**

- Continue to Develop a Parent Forum and Parent workshop opportunities.

Over the last review period the school has worked hard to set up a Parent Forum and it has had some success but still limited. However, they are keen to persevere and understand the benefits of such a group to the school and the community and Steps are continuing to build a Parent Forum at Holy Cross. More parent and pupil sessions (see Element 8) have taken place and are being set up to bring more parents into school and build good relationships with them. Two parents are also on the Governing Body at school and they are happy to be a part of the Parent Forum. They are actively involved in trying to get uptake from other parents at the school to become involved in running events and joining in activities within school.

Joanne Steers Inclusion Manager is working closely with the school SLT to broaden and build in opportunities for parents and family workshops to bring more parents and families into school and get them involved in the running of the school. It will be interesting to see if this has been developed further in the next review.

### **Element 7 – Governing Body and Management, External Accountability/Support**

- To investigate and consider whether it is appropriate to apply for The Governor Quality Mark.

The school has experienced a high intake of new governors during this academic year, after five governors including the Chair, retired from their posts. Whilst they have been replaced the Governing Body are in a period of adjustment, therefore it was not felt appropriate to apply for the Governor Quality Mark during the current academic year. However, this will remain as a possible action for the next academic year, but may well not be addressed until 2018-19.

### **Element 8 – The School in the Community**

- Continue to run and develop Family Workshops/Sessions for Parents

Family workshops proved to be successful during the last academic year. These workshops included: Birkenhead In Bloom – growing plants/vegetables and gardening skills Summer 2016, Healthy Eating Sessions – advice, guidance and competitions.

Summer 2016, Fun Food Chef – Family Cooking workshop: Chinese Food. Spring Term, Family Zumba –after school club Spring Term, Fine Art Skills Family. Consequently, to support further parental involvement in the life of the school, it was decided to raise the profile and try to get more parents actively involved in the school community. Therefore, more workshops and parental involvement sessions have been timetabled to

get parents into school to enjoy the experience and benefit from learning new skills. Linked to Element 6 above and the development of the Parent Forum.

### **Recommendation**

It was a pleasure to revisit and review such a fantastic, vibrant and extremely welcoming and friendly school where inclusion lies at the heart of all it does; not only for pupils but for staff as well. This is clear to see as you walk into the school. Holy Cross continues to grow as an outstanding inclusive, extremely positive and very purposeful school community, focused on the high-quality teaching, learning and provision for all those involved, pupils and staff alike. It is a testament to the staff, governors and pupils that they continue to focus on inclusion and to ensure everyone is catered for and grows as individuals.

The school provides an outstanding enabling and supportive environment for all to grow and have their contributions valued and have an opportunity to demonstrate what they can do. The staff all have a very clear vision for where they want the school to go. Continuous improvement in all areas of the school is key to what is done here and everyone works hard to ensure this happens and continue improvements in their outstanding inclusive practices, set alongside rigorous, yet supportive, accountability processes and tracking and monitoring of pupils.

The school is not content to rest on its laurels but is continuously looking for the next improvement or innovation that will move things on and make things even better for the pupils and the staff, ensuring that everyone shares and contributes to maximising the success for all who either work in this fabulous school or are educated here. Well planned and continuous professional development underpins this work.

The school makes every effort to use a range of professional partners and agencies to ensure that the inclusive ethos and atmosphere of the school is of the highest order. All staff spoken to during the review were extremely enthusiastic, highly motivated and proactive in their efforts to improve what is offered to the pupils, such as the introduction of the Nurture Group, that includes a mindfulness input each morning, the introduction of Digital Leaders to support teaching and learning using technology, their developing international links and focus on twinning. Parental involvement is welcomed and is a focus for continuing improvement. The staff work hard to include even those hardest to reach, and there is a continual focus for improvement in this area.

There is a superb culture of critical reflection that permeates the school; meaning that existing strategies, programmes and schemes are robustly evaluated and refined where appropriate. Additionally, the school continues to seek new solutions to the challenges that are faced in achieving the goal of enabling all pupils to succeed to the best of their abilities. Having completed a rigorous and thorough review and having discussed and agreed the targets cited above, I am of the opinion that Holy Cross Catholic Primary School should be re-awarded Flagship status for another year.

## Further Developments agreed after discussion

### Element 1:

- To consider attending a Team Teach training course and send a member of staff to be trained as a Team teach Trainer to deliver de-escalation techniques to other staff and schools within the cluster.
- Continue to develop and expand links with other schools both locally, nationally and internationally in the arena of Inclusion.

### Element 2:

- There are no further areas for development.

### Element 3:

- To consider becoming a Stonewall Champion School.
- To investigate and consider involvement in the Adventure Service Challenge.

The ASC scheme is a flexible, organised, progressive scheme of activity for young people between the ages of 8 and 14+. It is made up of 4 Stages. ASC Group Leaders are free to adapt the scheme to meet local situations and the requirements of young people with special needs, if necessary extending the age limit. The young people are not in competition with each other, or with other ASC groups. There are no tests to pass, the young people taking part are assessed on the measure of their experience in each activity. ASC can be used by schools, clubs, religious bodies and youth organisations. It may be used as a direct preparation for entry into the Duke of Edinburgh Award.

### Element 4:

- There are no further areas for development.

### Element 5:

- Consider investigating the opportunity to utilise an apprentice through local Colleges of FE to support inclusion within the school.

### Element 6:

- Consider setting up and piloting 'Family Time' prior to school starting for Reception pupils initially to encourage parental involvement in their children's education and supporting reading.



## IQM Flagship Review



In schools visited, especially in Bolton this has happened from 8.45 am – 9.00 am for 15 minutes and parents are encouraged to come into the classroom and read with their children and speak to the teacher, developing closer links with school and allowing them to support their children. This happens regularly at least once a week and the majority of parents happily attend.

### Element 7:

- There are no further areas for development.

### Element 8:

- There are no further areas for development.

Assessor: Steve Gill

Date of Review: 24<sup>th</sup> April 2017