



Assessor's Evaluation for the IQM Flagship Project



School: Yeading Infant and Nursery School
Carlyon Road
Hayes, Middlesex
UB4 0NR

Head/Principal: Ms Rupinder Kaur Ahuwalia

IQM Lead: Ms Kuldip Cheema

Date of Review: 16th March 2022

Assessor: Pam Ash

IQM Cluster Programme

Cluster Group: Quality First Network

Ambassador: Rekha Bhakoo

Date of Next Meeting: 18th March 2022

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- School website
- IQM Flagship Project Evaluation of Progress
- Meetings with Headteacher, Deputy Headteacher and Assistant Headteacher
- Meeting with teachers
- Meetings with Teaching Assistants
- Meeting with a parent
- Meeting with a Governor

Additional Activities:

- School tour
- Ofsted report 2019



Evaluation of Annual Progress towards the Flagship Project

Project Title: To educate and inspire pupils to take action.

The school has made excellent progress on this project despite having to manage COVID lockdowns at the same time. School staff were involved at the outset through a webinar with the British Council. The Leadership Team discussed the team plan, following suggestions from the British Council and then work began on the individual class plans which focused on the six countries. The school used its multicultural staff and pupils to create excitement about sharing expertise about home countries. Highlights of the work included:

- May 2021, Connecting Classrooms work with two schools in Nepal and one in Newcastle.
- Planned and held an International Summit on Global Warming.
- All classes were involved in the summit and after 6 months of working together, were able to see pupils from the schools in Nepal and Northumberland.
- Used COP 26 as inspiration.
- Pupils across the schools were able to share their knowledge and make pledges through songs, poems, posters, models, art and craft and PowerPoint presentations.
- One pupil whose home country was Nepal, asked if he could sing a song. The school realised that it was Nepal's National Anthem when they saw the Nepalese pupils put their hands on their hearts. It was a particularly moving moment.
- Texts were used as a base for classwork. Paddington Bear, for example, was used to explore Peru.
- The Great Kapok Tree story gave information on deforestation and the children wrote to the President of Brazil to try and persuade him to listen to their views.
- Celebrated Earth Day.

The school will continue to explore the issues raised by this project.

Agreed Actions for the Next Steps in the Flagship Project:

Project Title: To choose the world you want – change starts with us

The school is moving on naturally in aiming to become a Fairtrade School. As part of a Global Community, it wants to change the world a little bit each day, starting with the school community. The aim is for the pupils to be innovative and creative through partnerships with local and global schools and to learn how their actions can influence a global movement. There is a clear plan in place to allow the different age groups to explore the topic.

The Impact of the Cluster Group

The Assistant Headteacher is very clear about the positive outcomes from Cluster Group meetings and how much can be learned from other colleagues and schools. She has been involved in the meetings via Teams and was able to use the themes of the meetings to



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explore the work in her own school. Returning to face-to-face meetings rather than virtual ones does bring some challenges because of the geographic distance of some schools and the lack of available parking.

Overview

Yeading Infant and Nursery School is a larger than average 4 form entry school with 480 pupils on roll. The Nursery has 60 places. It serves a multi-cultural area, and its pupils are a representative mix of the local community. A quarter of its pupils are recognised as being Pupil Premium.

I was warmly welcomed to the school and as I stepped from the reception area into the school, I was immediately aware of the warmth and vibrancy of the school. The three Senior Leaders spoke passionately about the school and of their commitment to inclusion. There is no doubt that they inspire the staff.

Every space in the school is used effectively in order to provide areas where outside agency staff can work with pupils. The Occupational Therapist, the Speech and Language Therapist as well as two members of the Hearing Impairment Team were in to support pupils on my visit day. Corridors display work and models that have been completed by the pupils showing what they have learnt and are a reminder for them of the topics they have covered. As well as fish tanks around the school, there was a special display of a vivarium with frogs, insects in another tank and duck eggs in a small incubator. There was much awe and wonder when one of the ducklings hatched during the day. Pupils were brought to see it and I too was caught up in the joy of seeing the new life and marvelling at how something so large had been squashed inside the egg.

The quadrangle inside the school has been turned into a beach and this can be seen as you walk along the corridor. The staff are aware that some pupils will have never been to the beach and so it is a new experience for them. The classrooms are bright and cheerful rooms, and I observed the pupils fully engaged in their learning. Much use is made of the outside space for the Early Years and Nursery children, with a range of equipment and activities for them. There is a Forest School area, and each class has a weekly session out there. The school offers a broad and balanced curriculum with much emphasis placed on learning outside the classroom. This is supportive of the school's aim for a holistic experience for each pupil.

The Headteacher described how inclusion is at the forefront of every meeting and that all staff are focused on meeting the needs of individual pupils. Following the return to school, an additional adult was allocated to each class in order to help the pupils settle back into school life. This support is in addition to that already in place for Catch Up programmes and the National Tuition Programme to name two, as well as staff who come in on a weekly basis to provide additional intervention. All pupils who receive additional support are tracked, monitored, and assessed to ensure progress and to allow for others to then access intervention. The school is further extending its intervention offer by having a School Counsellor and regular visits from a Therapy Dog.

All the staff spoke highly of the support that is in place for them in school and that they are fully included in the school's plans. In February, for example, all the staff are



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involved in discussions around the School Development Plan. Teaching Assistants spoke of how they feel included and how their individual strengths are used by teachers when planning and the work on Global Warming and the UN's Social Development Goals exemplified this. Teachers are passionate about their work, and one said that their aim was to educate the children about what is happening in the world and not to perpetuate stereotypes. School texts are chosen to give a wholesome holistic experience. The authors look like the children and have the same names as them. Staff see that the move towards being a Fairtrade school as a natural progression and that it allows the children to become more aware and to realise how they can make a difference by the choices they make. Staff are very aware of the individual needs of the pupils and careful planning ensures that all are able to be involved in the work. It was a real pleasure speaking to the staff as they were so enthusiastic about the school and their work. They are undoubtedly a very strong, cohesive team.

The pupils I met with were eager to tell me about their time in school. They were clear that there is always someone to speak to if they needed to. Their enjoyment of learning was obvious, and they shared highlights of their experiences. They were very aware of the need to keep the environment safe and told me about issues of concern in Peru and Brazil. Pupils care about their local environment and are involved in going out on litter picks. They had noticed the change in the local park from how it had been during lockdown and how it was now after restrictions ended. They also told me about how they make friends and support each other in school. It came over very strongly that they feel safe in school.

The Ofsted report stated that, 'Partnerships with parents are a clear strength of the school' and this was confirmed in talking with staff and a parent. The Deputy Head explained how the schools use of Instagram had begun during lockdown and how this had engaged more parents. The school continues to use this now as a way to showcase the work of pupils and the school. A parent told me about the weekly newsletters for each class that explain what will be taught. She told me that staff were 'always on top of everything' and that they were easy to contact. She noted the changes that had taken place in the Nursery and liked that IT skills were now being taught. Since the return to school, she said that some parents missed being able to go into the Nursery when leaving their children. This soft start may well be reinstated but she noted how not having parents in the Nursery at the start of sessions had actually led to more independence for the children as they were taking off their own coats and hanging them up.

Governors are involved in regular school visits and information is fed back to the full Governing Body. The Chair of Governors meets frequently with the Head. The Governors take part in the school development day and are invited to spend a full day in school in July. Governors are also invited in to see the work in special weeks. This week for example was Science Week. Governors are fully involved in the life of the school.

The school does engage with the local community. I was told about a project with the local library where the pupils are involved in the creation of its new garden. They have been thinking about the design as well as what to plant. The school regularly supports visits from other schools, to explore their work. Recently the Head told me that they were visited by a school whose staff who wanted to see how they approached the



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teaching of phonics. As well as being ready to share their expertise, the school will seek support when needed. Links have been created with two special schools and their staff visit to offer support and advice.

It was obvious from my visit that the staff are strong and believe very much in being a team. The view of inclusion that is held by the Senior Leaders is shared by all staff and this is a real strength. Mutual support and understanding are evident and the 'can do' attitude is held by all. The staff keep the children aware of what is happening in the world in an age-appropriate manner and the way that the pupils spoke to me about global concerns is testament to their work.

I spent a very inspiring day at the school as there was much to see and hear about its inclusion journey. The school does not stand still and is continually reviewing its practice in order to meet the needs of all pupils. I have no hesitation in recommending that the school retains its Flagship status and should be reviewed in a year's time.

Assessor: Pam Ash

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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