



# Inclusion Quality Mark (UK) Ltd

12<sup>th</sup> June 2017

Mrs Mary Roulston  
Principal  
Millennium Integrated Primary School  
139 Belfast Road  
Saintfield  
Co Down  
BT24 7HF

**Assessment Date: 7<sup>th</sup> June 2017**

## Summary

This is the first IQM assessment of Millennium Integrated Primary School and my visit to the school was supplemented by a range of evidence:-

- The Inclusion Quality Mark Self Evaluation Report.
- The School Website.
- Electronic documentation provided on the day of my visit.
- School Development Plan 2016-19.
- NSPCC Project “Keeping Safe”.
- Roots of Empathy: project and intervention notes.
- SENCO File: Policy/development plan.
- Additional Needs’ Register.
- Annual Reviews.
- Therapy input details.
- Example IE’s.
- IQM Co-Ordinator file.
- Staff Training.
- Target setting/tracking and evaluation.
- Safeguarding policy and procedures.
- Pupil Attitude to Self and School (PASS) analysis details.

The IQM Self Evaluation Report submitted by the school, is extremely comprehensive and gives an accurate description of the truly inclusive ethos evident throughout the school. The school opened under intense difficulties as an Integrated Primary School in 2000. The foundation of the school was driven by parent requests and pressure. Over the past 17 years the school has grown from a 2 staff 10 children provision, into a large primary school of 350 children, exhibiting a wide range of needs. As detailed in the SER document, the number of children on the SEN register totals 43.9%, including those with identified needs, ASD, Dyslexia, AHD, SEBD and anxiety. Numbers on roll have and are increasing rapidly and next year will see P1 with an entry cohort of two classes of 32 children.

The school has changed sites in its development and the current provision is housed in both a relatively new building, consisting of classrooms, meeting rooms and offices, plus a range of temporary classrooms. The Senior Leadership Team have done a superb job on the internal design of these classroom areas and the outside spaces have been enhanced by play areas, covered spaces and play equipment. One major difficulty of the current provision is in order to move around the school, children and staff need to go outside and brave the elements. However, on a positive note, the children interact well with each other and behave responsibly. The behaviour of all the children I met during my visit was exemplary.

There is a new build planned for the site over the next 12 months, plus the retirement of the current Headteacher/Principal. The current deputy will be taking the post as substantive head and is already involved in the planning and design process for the new build. Visits to other school sites and discussions with headteachers are taking place to assist in this transition. The plans currently being discussed will focus on a “through flow” to the school intending to bring “the outside into the building.” If the same attention to detail and design is given to the new build, as has been done to the newer parts of the existing provision, then the final result will be impressive and more importantly, will meet the needs of the increasingly complex cohort of children.

My tour of the school included “drop-ins” to teaching areas, outside communal areas and I met with:-

- SENCO.
- Principal.
- IQM Co-ordinator.
- SEN Teacher.
- Parents.
- Representatives of the PALS’ support group.
- Education Authority teacher with responsibility for ASD.
- Classroom assistants.
- Parent and drama specialist who has been directly involved with the collaborative performance work with Tor Bank Special School.
- Representatives from the Junior Board of Governors.

The most recent Education and Training Inspectorate report (2011), judged the pastoral care within the school, including the nursery unit, to be outstanding, together with English and Literacy. Mathematics, numeracy and child protection were seen as very good, with special mention being made to the engagement of youngsters in their learning activities and effective plenary sessions. Whilst this is the most recent inspection, subsequent visits have been delayed due to the current industrial action being taken by teaching staff in the area. The staff, teaching and support and senior leadership team are very confident that the school has not only maintained the high standards set at the last inspection, but have, in all areas surpassed and developed their practice. I can confirm that from the documentary evidence, my discussions and first-hand observations, their evaluations are accurate.

The staff team is led by an incredibly enthusiastic Senior Leadership Team, who in turn, are highly motivated by a dynamic and passionate head teacher. This dynamism and commitment to providing the very best possible provision to meet the needs of all children is totally embedded in the mindset of the staff team. Teaching and support staff have in-depth knowledge of all pupils based on rigorous assessment and sharing of

information. The school, through its own rigorous appraisal and performance management systems, supports the professional development and skills of the staff team. There is a sound understanding of the Inclusion agenda by all teaching and support staff and pupils feel motivated, safe and involved in all aspects of school life.

There is a strong evidence base to demonstrate that the Mission Statement is uppermost in all aspects of school life: "Together we strive to create and nurture a child-centred environment where our teaching and learning celebrates individuality and inspires all children to reach their potential as lifelong learners." (School website). Indeed, the student representatives from the Junior Board of Governors, demonstrated the practical outcomes of such a Mission Statement. Without exception, they presented as confident, thoughtful students with aspirations to succeed and with an admirable level of maturity which recognised the tireless efforts and high levels of expertise of their teachers and support staff. They were excellent ambassadors of the school.

The evidence presented to me during my visit to the school and information contained within the SER, clearly demonstrates the outstanding practice in place and the on-going commitment to Inclusion. The school has identified realistic future plans across all elements of the SER and has set some challenging areas of development for the coming 12 months. I am confident that it has the capacity to sustain, share and develop inclusive practice.

The school has already come through some very testing times, both in terms of location, rapid rise in numbers linked to their popularity amongst families and it continues to face challenges, not least in the exciting prospect of the new build. The school should receive recognition in the fact that it is prepared to take on and succeed in providing an exceptional learning opportunity for all children, many of whom in other circumstances would be placed in special educational provision. This point is recognised by both parents, some of whom have moved into the area specifically to access the school and also the outside agency representatives who spoke highly of the school's ability to provide such an inclusive and exciting learning environment for all children. The determination and meticulous action to the individual child is reflected in the progress and achievement made by their students.

I am strongly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark and should be re-assessed in 3 years. Given the levels of expertise, the Inclusion activities and the high-quality practice, I would also recommend that the school be considered for the award of Centre of Excellence, although I do recognise that the school will be under some pressure in the immediate future considering the proposed new build and change of leadership. The SER document highlights areas of development which the school is due to undertake in the next twelve months, some of which could form the basis of their Centre of Excellence targets.

**Assessor: Dave Stott**

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



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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



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

Inclusion is central to the core and ethos of the school. Since relocating to the current site the school had to face many challenges, not least the wide-ranging and often complex needs of the students attending. In all aspects, the senior leadership has inspired the staff to become the driving force focusing on all aspects of school life: academic achievement, progress in social, emotional and behavioural skills and a wide range of extra-curricular activities. The SER clearly lays out how the school caters for students and families from other faith groups and their beliefs.

Induction for new students and their parents is well thought out and effective. Children and their parents report that they feel welcomed and included. The parents I met during my visit spoke highly of the open-door attitude, caring and willingness of all staff to go the “extra mile” to ensure successful progress of their children.

### Areas of Strength:-

- Highly motivational and effective leadership with a clear drive on Inclusive practice throughout the school.
- Individual difference, academic, faith and culture is recognised, celebrated and valued.
- Consistent application of all policies by staff: behaviour, attendance, bullying, e-safety.
- Welcome packs for new children and their families, plus transition arrangements for those moving into secondary schools/provisions.
- A wide range of strategies to ensure children feel safe and involved in all aspects of school life: friendship bench in the playground, adult supervision and lead games in the playground, effective reward system administered by all staff

### Areas for Development:-

The school has identified the following:

- To continue to provide high quality provision for all abilities through differentiated lessons.
- SEN support groups and sensory room training for TAs.
- Continued development of the PALS group, parents of children with specific additional needs.

As part of the development of the new school building, the school might like to investigate the use of modular furniture to further enhance the classroom



## IQM Self-Evaluation Report



environments. There are schools which have already achieved the Inclusion Quality Mark which would be able to assist and advise i.e.

- Modular furniture: Simon de Senlis School, Northampton.
- Outside environments including sensory areas: Ashmount School, Leicester.
- Design and transition into a new building: Alperton Community School Wembley, London.



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

The SER gives an accurate description of the resources and equipment available inside the building, with ICT forming an integral part of all learning activities. The Senior Leadership is very keen to preserve the flexibility of the provision in the new build design, whilst embedding new and innovative designs to enhance teaching and learning. The staff are very aware of the intrinsic links between engagement in learning, motivation and the environment and are already building their ideas into the new build proposals.

Considering the difficulties the school has encountered since opening, such as funding streams, geographical location, increased numbers, meaning the need for larger accommodation, the current provision is both well thought-out, immaculately maintained and an inspirational environment. I understand that the school is also considering developing an on-site "Forest School" provision and/or collaborating with another local school.

### Areas of Strength:-

- Beautiful location and excellent use of the outside spaces.
- Innovative and creative planning and use of all teaching and learning space: Intervention and small group areas, ICT devolved into all teaching rooms rather than an ICT suite, specialist provision areas timetabled (sensory room), resources available for loan by parents, a range of IT platforms and devices, many other resources as detailed in the SER.

### Areas for Development:-

The school has highlighted the following:

- Improved provision and resources for older pupils re outdoor play to further develop co-operative play and group work.
- Implement and embed "Take Ten" re sensory regulation (IT prog).
- Further external recognition for ICT through its "Showcase School Status".

I would also add to the above, further development of the school website as a "one stop" resource for parents etc., re policy information, day-to-day news and a method of sharing achievements, visits etc. I understand that this is currently in hand.

The school may also like to look at the following software packages to assist in their individual record and tracking systems:

- [mintclass.com](http://mintclass.com) ("A fully integrated classroom optimisation tool, combining seat planning, mark books, reporting and many more classroom planning features").



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- Children in Schools Scale (Readiness scale for reintegrating children with social, emotional and behavioural. This profile is based on materials developed by Rebecca Doyle (2001) and Jane McSherry (1999).
- C Poms “CPOMS is the market leading software application for monitoring child protection, safeguarding and a whole range of pastoral and welfare issues. Working alongside a school’s existing safeguarding processes, CPOMS is an intuitive system to help with the management and recording of child protection, behavioural issues, bullying, special educational needs, domestic issues”.
- GL Assessment materials: Emotional Literacy; Intervention and Assessment.
- FAGUS: Beech Lodge School, Berkshire, “Fagus provides a developmentally sequenced framework of typical behaviour which clarifies the understanding of a child’s strengths and difficulties across social and emotional functioning and supports goal setting towards a better future. It allows schools to monitor social and emotional progress much in the same way as they monitor academic progress”.
- Outstanding Teacher Intervention: Osiris Educational.
- Resource: “Teaching Backwards; Andy Griffiths and Mark Burns.



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

The school rightly prides itself on its inclusive attitude towards all students and its individualised approach to learning. The Junior Board of Governors I met on the day of my visit, gave me an excellent overview of how the school celebrates and accommodates difference and beliefs. The school produces its own newsletter (more newspaper in reality!) titled the Millennium Mirror, which gives all children and their parents access and direct information about the school, activities and successes.

The school currently uses the Pupil Attitude to Self and School (PASS) survey to monitor and baseline children attitudes. The carefully monitored information confirms the high levels of satisfaction and involvement within the school population. Teaching and support staff are constantly aware of their responsibilities as role models for all pupils and their positive interactions and consistent approach to behaviour management is reflected in the aspirational attitudes of the learners.

### Areas of Strength:-

- Wide and varied programme of in and out of class activities.
- Well planned transition programmes for those new to the school, moving through the year groups and those preparing to leave the school.
- Individualised approach to learning, ensuring that all students progress and achieve to their own potential.
- High levels of consistency from all staff (difficult to tell teacher from support assistant).

### Areas for Development:-

I am in agreement with plans as highlighted in the SER.



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

Tracking, evaluating and monitoring student achievement and progress is a feature of the school. The tracking of progress is both meticulous and relentless. Teachers and support staff know their students well and are able to plan and deliver highly appropriate and in many cases, individual schemes of work. The data on progress, I was able to see during my visit, confirms the effectiveness of this approach. Where progress is not meeting the expected levels, detailed interventions are quickly put into place with a strong focus on a “Growth Mindset” approach to learning. i.e. staff are keen to promote a “I can do this” independent approach to teaching and learning rather than simply providing help when needed.

I feel it is important to mention under this element, how strong an effect the school’s environment and staff attitude has had on learner progress. The school is on-going proof of how student engagement, confidence and progress has a direct relationship with both the skill and expertise of the staff and also with the environment and resources provided.

### Areas of Strength:-

- Effective initial assessments with relentless and rigorous tracking/monitoring of progress and achievement. Accuracy is confirmed during staff review meetings.
- Moderation with activities.
- The school staff are highly skilled in identifying individual needs and are able to quickly respond with bespoke individual education plans to meet those needs. Pupils know and respond well to their identified learning targets and are actively involved in the evaluation and review processes.
- Pupil progress meetings, including all relevant staff, are a particular success factor in the monitoring and tracking of pupil progress and achievement.
- A Growth Mindset approach to teaching ensures motivated, engaged and successful learners, complementing the various teaching and learning styles

### Areas for Development:-

I am in agreement with the plans as detailed in the SER. The school might also like to investigate the following packages:

- Classroom Monitor: “Classroom Monitor is an app and website that lets teachers capture learning as it happens. Linked to any school curriculum, assessment directly benefits learning” - [www.classroommonitor.co.uk](http://www.classroommonitor.co.uk)
- School pod: “SchoolPod is a web-based Management Information System, making it easy for schools to manage all aspects of behaviour, monitor assessments and track pupils' progress. Attendance, timetabling and census information are also covered in one complete package.” - [www.schoolpod.co.uk](http://www.schoolpod.co.uk)



## Element 5 - Learning and Teaching (Monitoring)

The SER document details the performance management structures (PRSD) and lesson observations. Monitoring of lessons indicates that two-thirds of teaching was good or outstanding. PRSD is directly linked to the requirements of the School Development Plan. For on-going development to the monitoring of learning and teaching, the school might like to investigate the following effective and nationally recognised programmes:

- Outstanding Teacher Intervention (Osiris Educational): “The Osiris Teaching Intervention is a sustainable process which has been independently proven to raise teachers’ performance by 1 Ofsted Level”.
- Working with a cohort of teachers, the Osiris Teaching Intervention focuses on 3 modules which are at the heart of improving Teaching and Learning, using a range of techniques, assessments and feedback, The Osiris Teaching Intervention is designed to create long-term, measurable changes to teaching.” [www.irisconnect.com](http://www.irisconnect.com) The video-based professional learning platform.

### Areas of Strength:-

- PRSD programme reflects student needs and skill audits of staff are built into the programme, TA’s and teachers appraisals linked to T&L standards.
- Specific teaching approaches are used to meet student need.
- Staff encouraged to be an integral part of the Millennium Integrated School experience, deployment of staff is carefully determined by careful analysis of need and expertise, staff requests for professional advice are always favourably considered and, where possible, met.

### Areas for Development:-

I am in agreement with the future plans highlighted in the SER, I would also encourage the school to check-out the Outstanding Teacher Intervention (OTI) and Iris connect.



## Element 6 - Parents, Carers and Guardians

The school recognises the benefits of strong and supportive home school links. The well-established Parents Aiding Learning Support (PALS), is an active group well supported by a range of parents. Due to the circumstances within Northern Ireland, parents have made specific choices about the schooling for their children. Without exception, the parents I spoke to during my visit, had nothing but high praise for the school, mentioning in particular, how welcomed they were made to feel and the often remarkable progress their children had made since attending the school, not only in academic progress, but in terms of social interaction, acceptance of difference and a real love of learning.

### Areas of Strength:-

- Excellent home/school communication, strongly supported parents' evenings and parent satisfaction monitored by regular feedback questionnaires.
- Parents' views are noted and acted upon.
- A range of activities involving parents: Disco, tuckshop, BBQ etc.

### Areas for Development:-

Whilst I'm in agreement with the plans on the SER, I would also like the school to consider some of the following points:

- Further use of social media.
- Skills audit of parents (volunteering etc.).
- An extended parents section on the school website.



## Element 7 - Governing Body and Management

The school is somewhat unique in this element, having been founded by a group of parents seeking integrated education in the local area and subsequently the board of governors is the direct employer in the school. The school is very aware that as the population of the school continues to grow, so should the membership of the board of governors. In-turn, the school intends to identify the skills sets of the governors and to also preserve the founding governor place on the board. There is currently a member of the board with direct responsibility for SEND. The school Mission Statement (“Together we strive to create a nurture and child centred environment, where our teaching and learning celebrates individuality and inspires all children to reach their potential as lifelong learners”), is based around inclusion and integration and in turn, the board of governors ensures that the school adheres to The Council for Integrated Education Northern Ireland (NICIE support & promote the education of children of Protestant/Catholic traditions, other faiths and none).

### Areas of Strength:-

- Layers of accountability.
- Aspirational and forward-thinking management structure.
- Whole school development plan and mission statement endorsed by board of governors.
- Full understanding of the Inclusion agenda and a determined drive to support and challenge school action plans.

### Areas for Development:-

See SER.



## Element 8 - The School in the Community

Throughout almost every element of the Inclusion Quality Mark documentation, there is mention of links with outside providers, collaborative work with other schools and colleges and educational visits. This is a clear indicator of the school's involvement with the community and the importance they place on an inclusive approach to education. The school currently has direct and working links with:

- Middletown School (Centre for Autism).
- Cedar School (Integrated Primary).
- Lego therapy training.
- Lagan College.
- Ulster school clubs and sports.
- Beacon school status for NSPCC.
- Tor Bank Special School.
- Current head is an associate inspector for ETI (Northern Ireland inspectorate).
- Recent winners of Irish News Primary School of the year (Gaelic Football).

### Areas of Strength:-

- Direct and effective links with external agencies.
- Recognition and takes part in a wide range of religious and multi faith celebrations, lay ministers, clergy.
- Participation in community activities (choir, Integrated Education Week).
- Questionnaires to parents and the local community.

### Areas for Development:-

The school intends to raise its profile within the local and wider community through community events, continued collaboration with local schools.

I would strongly encourage the school to make use of the links provided by Inclusion Quality Mark accreditation, to assist in their development of the new school building and foster partnerships with other like-minded schools.