

6th July 2019



Mrs Deborah Bailey
Headteacher
John Bunyan Primary School and Nursery
Lancaster Way
Braintree
Essex
CM7 5UL

Assessment Dates: 24th and 25th June 2019

Summary

John Bunyan Primary School and Nursery is a fully inclusive school. The Headteacher has a strong vision of inclusion within a broad and balanced creative curriculum and she has worked effectively with the Governing Body to ensure that all staff have similar aspirations for children at the school. There is a commitment and high expectation of all staff to ensure that children have a positive learning experience. The school's Ofsted inspection in March 2018 stated that 'This is an inclusive school, where the high-quality care and nurturing environment support pupils extremely well'. The Assessor can confirm that this continues to be the case. The Headteacher and Senior Leadership Team provide a strong lead on inclusion and the Inclusion Leader provides clear, well defined procedures on inclusion for all staff.

Children make good progress from low starting points. This is a large primary school which serves a mixed community with most pupils living close to the school in an area of mainly local authority or housing association accommodation, some of which is owner occupied. The percentage of pupils receiving free school meals is above average and 41% of the pupils are currently in receipt of the Pupil Premium Grant. Most children start school with standards well below national. The proportion of pupils with learning difficulties and disabilities is above average at 20%. Most pupils come from White British backgrounds, but there is a steadily increasing number of children who join the school at the early stages of learning to speak English (10% overall).

The amalgamation of the Junior and Infant schools into one primary school has gone extremely well. The building work which has linked the two buildings, providing a large shared staffroom, extensive library and studio has provided the finishing touches to a very successful amalgamation. The building work has been instrumental in ensuring that the staff and pupils see the school as a Primary School. The quality of display throughout the school is very high. The John Bunyan Art Gallery with its framed artwork and the displays celebrating the progression from Y1 to Y6 in science, history and writing are particularly noteworthy. Whilst observing breakfast club Lilly was so proud of her artwork in the gallery that she asked if the Assessor would like to see it. She took him down and proudly explained how it had been achieved and spoke

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
www.iqmaward.com

Company Registration No.
07748285

Company Registered Address:
Inclusion Quality Mark (UK) Ltd
Grove House Lutyens Close
Chineham
Basingstoke
Hampshire
RG24 8AG

articulately about the Y3 Egyptian topic which inspired it. Other displays such as the 3 Little Pigs, Super Heroes, Dragons, Maths Eyes and Five have Fun with Learning not only engage the children, but demonstrate a consistency and attention to detail which reflects all the school's work. The welcoming staff in the school reception area set the tone for visitors and parents. They greet everyone with a smile. One parent said, 'The Office staff know us - everyone has a smile on their face.' The well-designed Nursery and EYFS outdoor environments encourage free flow and teacher directed and child-initiated activities, whilst the playgrounds have a range of apparatus to encourage children to play creatively. The new Astroturf area will be particularly useful when it is completed. Children who have difficulty with the larger playground space are encouraged to play in the well set out Comfort Garden where they can take part in a range of quieter activities surrounded by raised beds of fruit and vegetables cultivated by each year group. Also, at lunchtime the Art Room is used for children of a similar disposition. A teacher provides excellent art opportunities for children to work in small groups. At the time of the assessment block printing was the theme. The school has a wide range of resources to suit individual needs including watches that monitor heart rates and steps, a wide range of musical instruments and iPads and laptops for each year group to support the computing curriculum.

The code of conduct (Be Caring, Be Fair, Be Respectful, Make Great Choices) can be found in every classroom and is articulated by the children from an early age. The Learning Champions speak clearly about their work in class and behaviour expectations are reinforced by all staff and consequently children respond well. Ofsted stated, 'Staff make their expectations about how to behave very clear. All are expected to follow the school's code of conduct. Pupils take this on board and treat each other kindly. When pupils do make mistakes, staff help them to manage their behaviour and develop self-discipline.'

There is good provision mapping and the effective targeting of the pupil premium funding ensures children with disabilities and special needs are given every opportunity to succeed.

Good tracking procedures and related Phase Achievement Meetings constantly review provision for all pupils. Teachers work very effectively in teams and support one another admirably.

Children feel that learning is fun and are well motivated. They make good progress through the school from low starting points. Attainment is improving with KS1 and KS2 outcomes being roughly in line with national averages. There are good systems in place to improve the quality of children's learning and the school continues to make every effort to improve attainment in maths, reading and writing. The Mercury Theatre Group from Colchester works with the children to build their resilience and to enhance their confidence. Activities such as drama, sport and music have a high profile and the celebration of success ensures that children enjoy school. There is a wide selection of over 20 extra-curricular clubs available during the week and children are encouraged termly to try a different club. The PE provision is excellent with every child having the opportunity to take part in competitive or non-competitive sports and competitions. The Green Team speaks confidently about a better environment and has worked

effectively to change attitudes in the school and the breakfast club offers parents the facility to drop off their children early in a safe and secure environment.

John Bunyan Primary School liaises very well with other schools in Essex and Braintree in particular. The Lifting the Lid project working with good and outstanding schools to unpick those elements of outstanding practice that can make a difference to a school resulted in Reading Doorways, a list of books children need to read. This led to Y3 and Y5 children twinning with other schools to share their reading experiences. Funding was made available to improve reading resources and a love of reading is promoted in the classroom. Other work with The Teaching School Alliance and other schools in Braintree has seen the school as the centre of how inclusive practice can be promoted. The Headteacher is at the heart of this development. The Inclusion Manager has also been an integral part of the work on differentiation with other schools in the area. A senior Essex LA representative spoke glowingly about how the Headteacher 'Lives and breathes school!' and how her distributed leadership has empowered staff and developed them professionally. Subject teams are made up of teachers from all phases and NQTs contribute to this team approach.

There are excellent transition arrangements which ensure children have a smooth transition from one area of the school to another. There is also good work carried out with preschool settings and with secondary schools. The transition books in the Early Years ensure teachers have a good understanding of the children's pre-school activities and their likes and dislikes.

Parents are kept informed of their child's progress at termly Learning Conferences involving the child and the parent, but the school also has an 'open door' policy which works effectively to ensure parents can contact staff at any time to express a concern. The school uses Seesaw and Tapestry to capture children's learning journeys and these are used very effectively to reinforce messages to parents and to celebrate successes. The school's broad and balanced curriculum has been recognised with a platinum Arts Mark and a Silver Games Award.

The school continues to follow the Forest Schools' approach with a trained practitioner. Children are taken by minibus to privately owned woods and they have now developed an area on the school grounds which can be used by children not able to travel.

The work ethic of the children, their good behaviour, friendliness and politeness impacts greatly on their engagement with their school work. Growth Mindset is reinforced throughout the school. The broad, balanced and creative curriculum stimulates children's interests and improves engagement. Monitoring procedures, including 'drop-ins', formal observations and book scrutinies, ensure that lessons are sufficiently challenging and consistent in approach.

In addition, visitors to the school and visits connected to topic work make the curriculum more relevant to the children. Topic work has a starter and a celebratory finish often involving parents. Specialist teachers in science, drama, music, French and maths have a significant impact on a broad and balanced curriculum. Pupil premium funding is well targeted to support many children and there is a highly supportive relationship between staff and children. The Treehouse provision is excellent in using a

variety of strategies to support vulnerable children. Children become calmer and their deep-seated needs are met by this innovative provision. Ofsted stated the following in support of the school's excellent care and attention to children's needs, 'As with other areas in the school, the culture across all key stages has changed because teachers expect more of pupils and what they can achieve. Pupils enjoy learning because teachers model clearly what they want pupils to do.'

Additional adults are deployed carefully so that they are used effectively to support pupils. Staff are very active in their support of individuals and use a range of strategies that provide a good balance of support, while allowing pupils to develop independent skills that will help them in the future.' The Assessor can confirm that this mirrors his experience of the school.

Parents are very supportive of the school. The parents' survey is very positive and reflects a growing trust and confidence in the school ethos. Stay and Play is on a regular basis lower down the school with Come and Read taking its place in key stage two. Coffee afternoons for parents of children with special needs also helps the school gauge parental views, but also provides a forum for parents in an informal setting. The staff on the school gates at the beginning and end of the day give parents an easy route to express any concerns. The caretaker on one of the gates seemed to know all the children by name! There are generally good communication systems which are apparent all across the work of the school. The school still works hard to engage hard to reach parents and reduce absence.

All staff spoke highly of the high quality of CPD available to them. Senior teachers are on the Outstanding Teacher Programme and others have recently attended a Pie Corbett Talk for Writing Conference in London. The in-house training is extensive and empowers and develops staff to try innovative practices. The White Rose maths resources are used by staff and teachers plan together but ensure that their planning also meets the needs of their class. Performance management systems are linked to the school development plan and provide ample opportunities for training and personal development.

Governors are highly skilled and have a wide range of expertise on their Governing Body. They both support and challenge the leadership team. They are well led by an enthusiastic governor who has the best interests of the staff and children at the forefront of his mind. Their work to amalgamate the two schools whilst supporting an inspirational Headteacher has been extensive. Ofsted stated, 'Governors have supported the Headteacher well and have been instrumental in driving forward significant improvements. Their recent skills' audit shows that they possess a good range of essential experiences and desirable skills. They have an accurate understanding of the school's effectiveness. They are aware of the school's strengths and areas for development and ask appropriate questions of leaders to push standards higher. The regular updates they receive as a result of leaders' comprehensive monitoring processes keep them well informed.' This goes hand in hand with the positive attitudes of all staff and their common focus to ensure children have the best possible outcomes which reflect the focus of a highly skilled Leadership Team. Everyone spoken to was passionate and showed compassion.

The school has worked diligently to engage with the local community and is still seeking new ways of engagement. Children have been involved in a Learner to Learner project liaising with other schools and visiting to see how other school communities operate. There are good links with St. Peter's church and the Salvation Army where children have performed in front of parents and the wider community. Work with the elderly at the Greenfield Housing Association supporting a healthy lifestyle and similarly the work with Live Well who come into school to encourage healthy living has added to the school's work in the community. There have also been many visitors to the school to celebrate the school's inclusive ethos including the local MP.

The Self Evaluation Report reflects the high quality of evaluation that exists in the school. It is comprehensive and reflects the school as seen by the Assessor. John Bunyan Primary School and Nursery is an example of a school committed to meet the needs of its children and is outstanding in its commitment to, and implementation of, inclusive practice. It is an outstanding, caring environment for pupils where high expectations have a huge impact on attainment, progress and wellbeing.

I am of the opinion that John Bunyan Primary School and Nursery fully meets the requirements of this IQM assessment. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I have also recommended to the Headteacher and Leadership Team that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Roger Leeke

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....

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



Portfolio and Other Supporting Evidence

Evidence was gathered from a variety of sources within the school. The range of evidence was extremely useful presenting a full picture of life in the school. Interviews on the days of assessment were carried out with governors, the Headteacher and Inclusion Leader, TAs, the Essex Head of Education and Early Years, parents, class teachers, Deputy Headteachers, Assistant Heads, the Family Support Worker, the Safeguarding Lead, Heads of Schools, caretakers and pupils. A tour of the school, informal observations and lunch with the children also informed the evidence base.



Element 1 - The Inclusion Values and Practices of the School

Strengths:-

- The leadership of the Headteacher and the SLT ensuring all staff have similar aspirations for children.
- There is a strong vision of inclusion that permeates all aspects of the school.
- Good planning and assessment procedures and good phase and subject team cooperation accompanies good tracking of pupil progress which ensures pupils are well supported and make good progress from low starting points.
- Teachers, TAs and LSAs know their pupils well and have an excellent rapport with their children.
- There is excellent work with outside agencies to ensure all children have a positive learning experience.
- The Inclusion Leader ensures that parents and staff are well informed of the inclusion agenda.
- The celebration of success across all key stages ensures children enjoy school and consequently absence is reduced.
- Parental views of the school are very positive.
- The Code of Conduct and Core Values are taught and reinforced throughout the school and can be articulated by the children.

Areas for development:-

- To improve teaching and learning and assessment to raise attainment by ensuring more of the most able children achieve greater depth.
- To continue to improve attendance to at least national levels.



Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- The high quality of display in classrooms and shared areas which show a balance between celebrating children's work and providing a focus for learning. The framed artwork and subject area displays showing progression through the school are of particular note
- The building work linking key stage one with key stage two adding an extensive library, studio and large staffroom has been instrumental in ensuring the staff and children see the school as a primary school.
- The outdoor learning environment including opportunities for children to develop aspects of sport, sustainability and learning through play. The new Astroturf area will be particularly useful when it is completed.
- The welcoming reception area and friendly office staff which gives parents and visitors a good first impression of the school.
- The well-designed Nursery outdoor environment encourages free flow and the EYFS areas encourage teacher directed and child-initiated activities.
- The excellent school website that provides visitors and parents with up to date information about the school including policies and recent school activities.
- The wide range of iPads and laptops which are available for each year group to support the curriculum.
- The Comfort Garden which provides children with a quiet, secure space in which to rest and play.
- The large, comfortable staffroom which offers all staff a place to relax and supports their well-being.
- The watches that are used by some children to monitor heart rates and steps which encourages a healthy lifestyle.
- The music studio which contains a range of musical instruments to support the music curriculum.
- The art room which is well used at lunchtime as a dedicated, well-resourced space for children needing a little more care and attention.

Areas for development:-

- To complete the Astroturf area and ensure that it is used effectively to benefit all children's physical and health needs.



Element 3 - Learning Attitudes, Values and Personal Development

Strengths:--

- The Code of Conduct and School Values which are understood by children from Nursery to Y6.
- The Learning Champions who have met regularly with the Multi-Schools Council and understand the importance of their learning.
- Behaviour expectations are articulated by all staff and children consequently respond well.
- The provision of a wide range of extracurricular activities which enhance the curriculum. Children are actively encouraged to try new clubs each term.
- The good provision mapping ensuring children with disabilities and special needs are given every opportunity to succeed.
- The breakfast club which provides children with a safe and secure environment at the beginning of the school day.
- The effective targeting of pupil premium funding to support vulnerable children.
- The Green Team and their involvement in changing attitudes to their school environment.
- The commitment and high expectations of all staff to ensure that children have a positive learning experience.
- The involvement of the Mercury Theatre from Colchester to enhance children's understanding of themselves and develop their confidence.
- The extensive PE provision which gives all children the opportunity to take part in competitive and non-competitive sports and competitions.

Areas for development:-

- To continue to support staff members by working as a team when dealing with difficult situations.



Element 4 - Learner Progress and the Impact on Learning

Strengths:-

- The transition arrangements to ensure children have a smooth transition from one area of the school to another including the good work carried out with pre-school settings and with secondary schools.
- The Forest Schools' programme which offers children excellent opportunities to experience the outdoor environment.
- The Lifting the Lid project working with good and outstanding schools to unpick those elements of outstanding that can make the difference to a school.
- The excellent work with other schools such as the Teaching School Alliance and schools in the Braintree area to enhance the school profile and improve provision within subjects and phases.
- The detailed transition books which are created in partnership with the Early Years' providers and the specialist teacher team.
- The subject teams which include staff from KS1 and KS2 and NQTs, giving everyone an involvement in curriculum development.
- The Phase Achievement Meetings which evaluate the progress of every child with the aim of accelerating that progress.
- The use of Tapestry and Seesaw to capture each child's learning journey.
- The Platinum Arts Mark and the Silver Games Award which recognise the quality of the school's broad and balanced curriculum.
- The termly Learning Conferences which involve parents and children, providing learning targets and celebrating children's successes.
- Activities such as drama, music and sport have a high profile and ensure children have high aspirations and better chances of success.

Area for development:-

- To continue to raise attainment and progress in reading, writing and maths and to improve GLD.
- To continue to improve the challenge for the more able in order that more children are able to work at greater depth.



Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- The broad, balanced and exciting curriculum which stimulates children's interests and improves engagement.
- The monitoring procedures which ensure that lessons are sufficiently challenging and consistent in approach.
- The topic work with its 'starts' and final 'celebrations' which children enjoy and remember.
- The role of the additional adults in supporting learning, supporting individual children and the ethos of the school.
- The highly supportive relationship between staff, pupils and parents to enhance the welfare and wellbeing of the children.
- The targeted use of pupil premium funding to support children.
- The excellent judgement and report from the Ofsted Inspection of March 2018 which supports the school's inclusive ethos.
- The Reading Gateway which has been the direct outcome of the Lifting the Lid project.
- The specialist teachers in science, drama, music, French and maths and their impact on a broad and balanced curriculum.
- The Treehouse provision and its positive impact on vulnerable children.

Area for development:-

- To continue to develop the PSHE curriculum.



Element 6 - Parents, Carers and Guardians

Strengths:-

- The work with vulnerable families and the links with parents to improve the chances of all children.
- The school's "open door" policy and presence on the school gate which is effective in giving parents confidence in the school.
- Good communication systems, including the termly Learning Conferences, which reassure parents about progress being made by their children.
- The coffee afternoons for parents of children with SEND which gives the school an opportunity to gauge parental views, but also allows parents to discuss their children's progress in an informal setting.
- The use of Tapestry and Seesaw which allows parents to see the achievements of their children and gives them the facility to comment on their learning.
- The breakfast club which gives parents reassurance and security in terms of childcare and a good start to the day.
- The parents' survey which positively reflects the parents' views of the school.
- 'Everyone has a smile on their face' was a comment from one of the many satisfied parents who understands the school's inclusive ethos.

Area for development:-

- To continue to focus parents on e-safety.



Element 7 - Governing Body and Management

Strengths:-

- The strong, inspirational leadership of the Headteacher and her ability to distribute responsibilities which focus on an inclusive ethos.
- The leadership of the Inclusion Manager in ensuring that the IQM process is articulated by everyone and putting inclusion at the top of the school's agenda.
- The excellent opportunities for CPD for all staff and the work with other schools which empowers teaching and non-teaching staff.
- The leadership of the Governing Body which is highly effective in supporting and challenging the school. They are skilful with a wide range of expertise and are well led.
- The excellent performance management systems which have been effective in focussing teachers, LSAs and TAs on pupil progress, a broad and balanced curriculum and moving the school forward.
- The close working with a range of agencies to address the inclusion agenda and to ensure children's needs are met.
- The links with local primary schools which support staff and ultimately improve teaching and learning.
- The positive attitudes of all staff and their common focus to ensure children have the best possible outcomes which reflect the focus of a highly skilled Leadership Team. Everyone spoken to was passionate and showed compassion.

Area for development:-

- To continue to improve progress across the school.



Element 8 - The School in the Community

Strengths:-

- The Learner to Learner project and the involvement with the Multi-Schools Council which gives pupils the opportunity to see how children in other communities experience school.
- The generosity of local landowners in providing space for Forest Schools.
- The work with the Mercury Theatre to develop children's confidence.
- The many visitors to the school who celebrate the school's ethos, but also provide children and staff with pride in their environment.
- The links with St Peter's church and the Salvation Army where children have performed in front of parents, carers and the wider community.
- The intergenerational work with Greenfield Housing Association helping people stay happy and healthy by eating well and staying active.
- The work with 'Live Well' encouraging healthy living for everyone.

Areas for development:-

- To continue to find new ways to engage with the local community.