

Inclusive, Dyslexia Friendly Schools Plus (IDFS+)

Quality Mark

School	Date of accreditation	Assessors
St Hilary School	Thursday 30 th June 2022	Morag Giles Dyslexia Cornwall Jo Davidson/Toby Wilson Cornwall Council Cognition and Learning Service

St Hilary School are part of the Leading Edge Academies Partnership (LEAP). Their last OFSTED inspection was carried out in 2017 and the school received an overall judgement of 'Good'. The school have recently undergone a Quality Assurance Review by their Challenge Partners and received an Overall Peer Evaluation Estimate of 'Leading' (the highest grade possible).

Morag Giles, Jo Davidson and Toby Wilson spent approximately five hours in the school. Morag, Jo and Toby had planned time together to discuss their findings and observations. Morag, Jo and Toby based their judgements on parent/governor/staff/pupil discussions, concrete evidence, a tour of the school and classroom/intervention observations (Miss Kerenza Jelbert, Y2 and Mrs Linda Rowe, Y3). The school also received a large number of parental questionnaires which were passed onto Dyslexia Cornwall. Conversations were had with the following:

- Mr Rob Hamshar (head teacher), Michelle Brant (SENDCo)
- Teaching assistants (Miss Jodie Rowe and Mrs Lisa Bettens)
- SEN Governor (Mrs Jo Atkinson) and Safeguarding Governor (Mrs Nicky Walters)
- Pupils (Key Stage 1 and Key Stage 2)
- Parents

Everything below is based on the evidence gathered on 30.06.2022 and should be read in conjunction with the school's application.

St Hilary School has been awarded the Inclusive, Dyslexia Friendly School Plus Quality Mark

The following was evident:

- The enthusiasm for the process. This is the third time that the team at St Hilary have been part of the IDFS+ process and their second successful reaccreditation

- St Hilary School has overwhelmingly established a positive, inclusive ethos throughout the school. The assessors were made to feel welcome immediately upon their arrival. As the assessors moved around the school, staff and pupils acknowledged them with a smile and a greeting. If the assessors met with pupils in the corridors, they were unfailing polite, for example, holding doors open and waiting for the assessors to pass through first. Learning environments were calm and purposeful throughout
- The tour of the school was a particular highlight for the assessors. The assessors were shown around by Year 6 members of the School Parliament, and it was a privilege to be able to spend time with such knowledgeable, compassionate and empathic children. Inclusion was at the very heart of all they shared. For example, they understood individual needs and were able to name several e.g., dyspraxia, autism and dyslexia. One of the members commented, 'We just want to make this school comfortable for everybody'. The members were especially keen to highlight their school displays and showed them off proudly. They shared information about the artwork around the school which had been loaned to them by the Newlyn Art Gallery. The members told the assessors about initiatives in the school like Sign Language Club, Grateful Jars and Lunch-time Buddies. They also shared that Mr Larter (Year 6 teacher and deputy head teacher) held weekly learning differences assemblies where the children developed their understanding of neurodiversity
- Staff have worked extremely hard to create a sense of community. This was evident during the visit. All pupils are highly valued, and their needs come first. For example, on returning to school after the pandemic, the priority was on ensuring positive wellbeing rather than focusing on assessments. Staff worked hard to re-establish or develop strong, respectful relationships with their pupils. Staff now have detailed knowledge of their pupils and therefore provision is personalised and appropriate
- During the meeting between parents and the Dyslexia Cornwall assessor, comments received were overwhelmingly positive. A large number of parental questionnaires were returned to the school and also contained praise for St Hilary. More detailed information on this can be found in the report 'St Hillary School Visit June 2022' written by Morag Giles, Dyslexia Cornwall assessor.
- The time given and input from the governors was greatly appreciated by the assessors. The assessors are aware that the role of a governor is a voluntary one, yet the commitment given by the two governors was exceptional. They had been involved throughout the process and Mrs Atkinson in particular had been involved in learning walks and providing feedback. Mrs Atkinson shared that if something was brought to her attention, she felt able to discuss it with the staff and said, 'they listen because they want to grow and improve'. Mrs Walters talked about the importance of being proactive and now being able to give something back after her own children had attended the school. Mrs Walters also highlighted how important it was for governors to be advocates for pupils and staff when needed. Both governors have a tremendous amount of experience and the staff at St Hilary really appreciate the support and guidance received from their governing body

- Parental engagement is highly valued, and this has had a significant impact upon the school. Parent/school relations are strong. There were more opportunities for parental engagement before the pandemic, but the staff are working hard to re-establish face to face events. Contact with parents is varied e.g., via face-to-face conversation, email, text or telephone
- Mr Hamshar is an inspirational and motivational leader who has the respect of his staff. He recognises and promotes the importance of building trusting relationships to staff. Mr Hamshar also promotes the value of inclusion and this is a key theme throughout the school. Following the pandemic, the St Hilary team ensured that the needs of the children were prioritised, and the emphasis was on developing a love of learning once again. Staff have extensive knowledge and high expectations for all of their pupils. Mr Hamshar emphasised that although the quality mark would be recognition for the staff, he strongly believed that inclusive strategies are consistently used within the school. This was a statement the assessors would agree with. It was evident that the IDFS+ process was a whole school approach, all staff were well informed and had been part of the journey. The process was ably and enthusiastically led by Michelle Brant who felt well-supported by the team, especially senior leaders and governors
- One of the assessors was able to observe an intervention, a full report is included below on p4-5
- The assessors were able to spend time in two classrooms, Year 2 and Year 3. The assessors noted during their tour of the school that all classrooms were calm, positive and purposeful learning environments.
In Year 2, it was wonderful to note the nurturing relationship between Miss Jelbert and her children. All children had access to a wide range of resources should they require them. As the resources were available to all, they were just considered part of everyday learning.
In Year 3, although Mrs Rowe had only been with her class since January, it was very clear that she had taken the time to get to know them and plan provision accordingly. Again, resources were available to all, and it was clear to see that the children were well on their way to becoming successful independent learners. The assessors particularly liked the fact that Mrs Rowe stopped the children at one point to clarify a 'misconception moment'. The children observed in lessons and on the tour of the school were involved and fully engaged in their learning. Part of this is due to the ethos that has been created by staff. The displays were accessible without being over stimulating, streamlined and included only essential information. It was great to see staff members fully engaged with the children, sitting beside them or dipping in and out to support as needed
- The assessors noted a wide range of inclusive strategies being used across the school. TAs are well briefed, highly valued, and effectively deployed. The TAs observed on the day were ably supporting children during their learning whilst also allowing for independence. For example, in the Year 3 class, Mrs Newing was working beside a pupil who had English as a foreign language. Mrs Newing and the pupil were using Google Translate to communicate. When Mrs Newing was sure that the pupil was able to work independently, she moved

away to support other children in the class. The resources were offered to all pupils as options and the assessors observed the learners using the resources when needed. It was apparent that the resources were part of the children's everyday working practice rather than a token gesture. There was a wide range of technology being used in the classrooms

- St Hilary have developed a real project-based curriculum. This engages pupils and encourages a real love of learning. Staff have worked directly with their pupils to plan exciting topics and the learning stems from an 'essential question'. The curriculum is broad, balanced and offered to all pupils
- The assessors were delighted to meet with several children from Key Stage 1 and Key Stage 2. The children brought in a range of resources which they used to help them with their work. They also shared a piece of work they were proud of. During this section, the assessors noted how well the staff knew the children as they were able to engage the children in discussions about their strengths, for example, one child was delighted to now be able to choose AR (Accelerated Reader) books
- In the Key Stage 1 group, the importance of visuals was highlighted as one pupil was able to recall facts and information relating to the Amazon rainforest which he had learnt previously. Another child recalled information relating to the Great Fire of London in 1666. The children excitedly recalled making cardboard houses and then the fire brigade visiting to set fire to them (and also put the fire out!). Pupils feel comfortable and secure in their classrooms. For example, a Year 3 pupil stated to one of the assessors 'I really like my teacher because she makes mistakes and then we learn from them.'

Observation of the Nuffield Early Language Intervention (NELI):

The observation involved a member of support staff (Ms Clare Cane) leading the NELI intervention with four reception pupils and 'Ted' the teddy bear. It began with the pupils reciting the days of the week with Ms Cane and discussing the day of the week (Thursday). The pupils then discussed the 'golden rules' of the intervention, and were confident in knowing these, and were well engaged with this task.

Next, the pupils went through the speed sounds, SATPIN, and were introduced to a new sound 'm'. Ms Cane made words from the flash cards and the pupils took it in turns to sound out and say words. During this Ms Cane was very positive, and praised the pupils for their blending skills, and their adherence to the golden rules.

The session then focussed on four words, 'weight', 'heavy', 'light' and 'measure'. Ms Cane effectively used visuals to reinforce what the words were and to explain their meaning. The pupils all found the visuals very supportive. Ms Cane explained what these words meant with excellent effect. Concrete resources were used to consolidate the meaning of the words, which involved the pupils weighing different shoes, and discussing which ones were 'heavy' and 'light'. The pupils all loved this multi-sensory approach and were very enthusiastic about the learning, while accurately using the new vocabulary to describe what they were doing during the activity.

The session finished with the story of 'The Enormous Turnip'. Ms Cane explained to the pupils how this story was linked to their whole class learning about planting seeds. Sequencing cards were used to allow the pupils to visualise and follow the steps of the story. The story was discussed throughout, and the pupils joined in at various parts with great enthusiasm. At the end of the story Ted the teddy bear mixed up all the sequencing cards, and the pupils needed to work together to put the story back in the right order. The pupils enjoyed doing this and clearly benefited from the use of visuals and auditory prompts from Ms Cane.

At the end of the session, stickers were given out to all pupils, and the 'listener of the day' was given a special sticker, and they were able to write their name on the 'listener of the day' display.

This was a highly effective intervention, underpinned by the fantastic relationship that Ms Cane has with the pupils. Her patient, playful and child-centred approach ensured that all pupils achieved well in the session and were engaged and included throughout.

Please read the table below in conjunction with the application for the reaccreditation of the quality mark.

Indicators that have been increased by the assessors are marked in bold italics and with three asterisks ***

Standard One: The Inclusive School

a. Leadership and Management

Indicator	Developing, established, enhancing
1. The <i>school website</i> , <i>SEND Information Report</i> and <i>school policies</i> make reference to inclusion, accessibility and the celebration of diversity.	Established
2. In the <i>SEND Information Report</i> , the school explicitly describes the support given to learners with cognition and learning needs.	Established***
3. <i>Parents, learners and governors</i> have been actively involved in the IDFS+ initiative.	Established
4. The <i>school improvement plan (SIP)</i> includes targets regarding the achievement of IDFS+ status.	Established
5. Senior leaders and governors expect <i>all staff to be proactive</i> in implementing and promoting inclusive practice in line with IDFS+.	Enhancing
6. Learners with cognition and learning needs are <i>supported pastorally</i> as well as academically.	Enhancing
7. <i>Support staff are valued members</i> of the school and are supported in applying inclusive strategies.	Enhancing
8. Support staff have a range of specialisms including the <i>Dyslexia Champion role</i> . A HLTA has the role of Dyslexia Champion.	Established
9. <i>Resources (including human resources)</i> are allocated to ensure effective implementation of the IDFS+ initiative.	Enhancing***
10. <i>Transition from phase to phase</i> is seamless and a positive experience for learners.	Enhancing

b. Training

Indicator	Developing, established, enhancing
1. The school provides staff with opportunities to participate in <u>online training</u> re cognition and learning needs e.g. webinars, the Inclusion Development Programme (now archived but still accessible).	Developing
2. All teaching and support staff have undergone <u>IDFS+ training</u> .	Enhancing
3. All <u>governors are given IDFS+ training</u> and understand the statutory requirements outlined in the SEND Code of Practice.	Established
4. An <u>IDFS+ pack</u> provides information regarding the inclusion of learners with cognition and learning needs and is available to all staff and governors.	Developing
5. All new staff have an <u>IDFS+ induction programme</u> .	Established
6. A key member of staff has a nationally accredited post-graduate SEND or assessment qualification.	Enhancing

Standard Two: Teaching and Learning - assess

a. Assessment and planning

Indicator	Developing, established, enhancing
1. <u>Data</u> is used to identify, monitor and track the progress of learners with cognition and learning needs.	Enhancing
2. <u>Identified learners are individually assessed</u> using a range of assessment tools; school data, standardised tests (e.g. the DST). The outcomes are used to inform provision.	Enhancing
3. All <u>staff understand and make provision for their learners</u> with cognition and learning needs.	Enhancing
4. All staff know <u>who to approach</u> to get advice and support re meeting the needs of their learners.	Enhancing
5. Learners with cognition and learning needs have <u>an assess, plan, do, review (APDR) document (or equivalent)</u> with clearly stated SMART outcomes, targets and strategies for staff to break down barriers to achievement.	Enhancing
6. Staff use the <u>APDR document (or equivalent) in their joint planning</u>	Established

b. Provision – do

Universal	
Indicator	Developing, established, enhancing
1. The school recognises that <u>the language used is key</u> to positive self-image and enhanced learning.	Enhancing
2. <u>Self-esteem is improved</u> by valuing individual diversity, building on strengths, ensuring and praising success and facilitating peer understanding and support.	Enhancing
3. The curriculum is <u>highly differentiated</u> in order to meet the needs of all learners.	Enhancing
4. Support in the classroom enables independent learning.	Enhancing
5. Learners <u>are grouped appropriately</u> i.e. according to general cognitive ability as well as other specific needs.	Established
6. Teaching staff use <u>multi-sensory teaching</u> . Learners learn in a multi-sensory way and use a variety of methods to record their learning.	Enhancing
7. <u>Work is marked for success with limited spelling correction</u> . It focuses on content and identifies points for improvement.	Enhancing
8. Strategies are in place to ensure that <u>homework is differentiated, understood and achievable</u> .	Established***

Targeted	
Indicator	Developing, established, enhancing
1. Individual or small group intervention is available where appropriate. Clear targets are set, impact is evaluated and teaching staff ensure learnt skills are reinforced in the classroom.	Enhancing
2. The school provides mentors, peer buddies, counsellors etc. where appropriate.	Established***
3. Access arrangements are made available when appropriate. Skills (i.e. dictation) are taught and practiced in all school tests and examinations.	Established

c. The school/classroom environment and resources

Indicator	Developing, established, enhancing
1. The <u>physical environment</u> of the school is uplifting, inclusive and accessible.	Enhancing***
2. <u>Classroom resources</u> are used to ensure independent learning.	Enhancing
3. Resources are <u>appropriately positioned</u> and clearly labelled with pictures as well as words	Enhancing***
4. <u>Key words and other learning prompts</u> are displayed around the classroom.	Enhancing
5. <u>Technology is used effectively by staff</u> to enhance learning.	Enhancing
6. <u>Learners have access to a range of technology</u>	Enhancing
7. <u>IT accessibility tools are available to all learners e.g. text-to-speech and speech-to-text.</u>	Enhancing***
8. <u>Alternatives to copying</u> from the board are used e.g. mind maps and story boards.	Enhancing***
9. An <u>accessible font</u> is used and <u>pastel colours</u> available as appropriate for worksheets, interactive whiteboard backgrounds etc.	Enhancing***
10. <u>Resources to support the development of basic skills are available to all</u> and can be found in every classroom, e.g. in a toolkit, bag or folder.	Enhancing***
11. <u>A selection of high interest/ low reading age books</u> are available in each classroom and/or school library.	Enhancing
12. The school has a welcoming and well-established library.	Enhancing***

Standard Three: Partnership and liaison with parents/carers - review

Indicator	Developing, established, enhancing
1. The school <u>liaises with parents</u> and develops <u>a partnership approach</u> .	Established
2. The school <u>invites parents/carers in</u> to help them review their child's progress through <u>an ongoing cycle of review meetings as outlined in the SEND Code of Practice</u> .	Enhancing
3. Parents/carers are able to <u>access information</u> through a booklet and/or a school webpage on a range of cognition and learning needs. The booklet and/or webpage describe how these needs are met, <u>both pastorally and academically</u> , in school. Information is also provided about the SEND Code of Practice.	Established***
4. The school <u>provides parents/carers with information</u> on the screenings and assessments used in school.	Established
5. The school <u>promotes an ongoing partnership with parents/carers to ensure effective learning at home and in school</u> , whilst taking into account that some may have their own needs.	Established
6. Parents/carers know <u>where to go for help</u> if problems are not resolved.	Established
7. The school <u>recognises the difficulties homework and learning spellings can present to learners with cognition and learning needs and to parents/carers</u> (particularly if they have their own needs).	Established

Standard Four: Working in Partnership with Children and Young People

Indicator	Developing, established, enhancing
1. The school ensures that <i>learners are involved with their learning</i> . Staff help learners to understand their learning preferences, the strategies which work for them and <i>to value their achievements</i> .	Enhancing***
2. The school finds out about <i>learner interests, strengths and weaknesses</i> and includes these in their APDR document (or equivalent) and in planning.	Enhancing***
3. Learners are offered help with their <i>emotional needs</i> from a variety of people within the school.	Enhancing***
4. Learners have <i>somewhere or someone to go to</i> , if they need to.	Enhancing***
5. The school works hard to <i>raise awareness</i> of cognition and learning needs amongst their learners to remove the stigma and provide <i>positive role models</i> for all learners.	Enhancing***
6. Learners and parents/carers are <i>included in decisions made</i> regarding access arrangements and are asked for feedback. Access arrangements are in place as the <i>normal way of working</i> for learners with cognition and learning needs <i>throughout the key stages</i> .	Enhancing
7. The school community uses <i>positive language</i> in order to ensure the <i>good self-esteem, positive self-image, progress and achievement of its learners</i> .	Enhancing***

Overall, this equates to:

Standard:	Number of applicable standards achieved in this area:	Percentage achieved:
Developing	(2/59)	3%
Established	(17/59)	29%
Enhancing	(40/59)	68%

Points for Consideration:

- **Consider creating an IDFS+ pack for staff**
- **Continue to find creative ways of engaging parents and sharing feedback**
- **Continue to feed back the results of tests etc face to face where possible**

