



Assessor's Evaluation for the IQM Flagship Project



School	Yeading Infant School Carlyon Road Hayes Middlesex UB4 0NR
Head/Principal	Mrs Rupinder Ahuwalia
IQM Lead	Mrs Kuldip Cheema
Date of Review	18 th March 2024
Assessor	Ms Pam Ash

IQM Cluster Programme

Cluster Group	Quality First Network
Ambassador	Ms Debbie Shirley
Next Meeting	22 nd May 2024 - The Willows
Meeting Focus	TBC

Cluster Attendance

Term	Date	Attendance
Spring 2022	18 th March 2022	No
Summer 2022		No
Autumn 2022		Yes
Spring 2023		No
Summer 2023	4 th July 2023	Yes
Autumn 2023	8 th November 2023	Yes
Spring 2024	28 th February 2024	Yes
Summer 2024	22 nd May 2024	

The Impact of the Cluster Group

The school continues to be fully committed to the Cluster group. The Assistant Head (AH) finds them useful for hearing about new initiatives and to reflect on their own practice. For example, the meeting at Little Heath led her to think more about the use of intensive interaction with the pupils in the Sunshine Room. Each meeting raises points to think about and it is good to be able to discuss with colleagues outside of the local authority. It is a good opportunity to network. She is looking forward to visiting the special school next term.



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Evidence

- School Evaluation Paperwork
- Meetings with senior leaders
- Meeting with teachers
- Meeting with TAs
- Meeting with pupils
- Meeting with a parent
- Learning walk
- School website

Evaluation of Annual Progress towards the Flagship Project

Fair Trade is fully embedded in the life of the school. The following has been done:

- Fair trade Assembly launch, emphasising how this supports farmers and their families in Third World countries.
- Took part in fair Trade fortnight, with all classes being involved in a Zoom call.
- Parents and children took part in a Fair Trade Audit.
- Fair Trade products used in all cooking lessons to remind children of the importance and long term effects on the world.
- Created an Infants Fair Trade recipe book.
- Number day include a hunt for 30 Fair Trade products around the school.
- Linked fair trade to international and global learning.
- Joined the Fair Trade Group, led by the Fair Trade Ambassadors.
- Year 2 children took part in a Fair Trade scavenger hunt at the local Sainsbury's.
- Hold the Fairactive School Award.

Agreed Actions for the Next Steps in the Flagship Project

The school now has a new project: To Help Children to reach for The Sky. Yeading will now be taking part in an Action Research project with Brunel University – The Rainbow Project. The aim of this is to help children develop their talents and wellbeing. Being involved in Action Research will stimulate the teachers' minds, enhancing the quality of their professional knowledge and enable them to transfer this into effective classroom practice. A triad Model will be used – teacher, parents and children will be working together to draw out the children's full potential. This is again a challenging project. The focus will be on three modules:

- Module 1 – Talent Development and Learning.
- Module 2 – Emotional and Social Wellbeing.
- Module 3 – Physical Health and Wellbeing.

The aim is to improve the life chances and educational outcomes for children. Plans are in place for the topics to be used for each module.



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Overview

Yeading Infant and Nursery School is in an area of high social deprivation in Hayes, West London. With four forms in each year group, it is a larger than the average size infant school. 16% of the pupils are SEND, with 2% having an EHCP. 3 more EHCPs are in process with an additional 11 being seen as very likely needing an EHCP. SEND numbers are increasing. Pupil Premium is at 23%. 90% of the pupils are designated as EAL. A new challenge to the school is that recently families have arrived who do not speak English at all. 38 first languages are recorded.

I was instantly cheered by the bright, welcoming Easter displays as I entered the school and then in front of me saw the display stating, 'We are children of the world', which celebrates the diversity of the pupils' backgrounds and the school's work on making them aware of the world. The Headteacher (HT) celebrates the children by having a range of models in her office. The corridors are filled with the models that pupils have made and as I walked down the corridors, I noticed something different each time. There has been a change in the classrooms as displays are now hessian backed to reduce sensory stimulation and working walls have been introduced.

An adaption to the building to create two intervention rooms is virtually complete. The large space is split into two rooms for EYFS pupils and Year 2 pupils. The EYFS section has resources and furniture in place while the Year 2 area is waiting for furniture. Blinds were being fitted on the day of my visit. These rooms will provide an excellent space for the staff to support and work with individuals and small groups of pupils. For example, two members of staff work with Year 2 pupils, withdrawing them from lessons, meaning that the class size is smaller and those pupils will now have a bespoke space for their learning.

The HT has managed to budget well to have a Learning Pod built outside near the Forest School area and this is due to be handed over to the school next month. Outdoor learning is a real focus for the school and this new building will mean that the Forest School clothes can be kept there and there will be a room where the pupils can do preparation and follow up work. The bonus is the toilet facilities. I can really see how this will add further to both the enjoyment and learning for Forest School activities. Thinking about the needs of the pupils, the HT has applied for funding for two-year-olds to make the Children's Centre next door become more a part of the school and so to support families earlier.

The new HT at the Junior School next door has led to closer working between the two schools and the sharing of costs for training. Maximising the impact of TAs is a recent example, where TAs, teachers and SLT all had training sessions together. The TAs at Yeading Infants are very experienced but they told me that they had benefitted from this training. One spoke about how she had learnt about taking a step back and giving pupils more time to think. Staff said how they liked going into the Junior School, seeing their old pupils.

All classrooms now have quiet corners to support Zones of Regulation. The two Nursery classes are large and well resourced, offering a range of activities. In addition,



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they have a large and well-designed playground. Reflecting the developing complexity of need, the Sunshine Room runs along the end of the classrooms. It is a bright attractive room offering a range of support. There is a sensory room and different activities are set up to support the individual needs of the pupils. For example, one pupil was working with a TA, watching and singing along to *The Wheels on the Bus*. The TA was emphasising the actions and encouraging the pupil to take part. Another boy came near and was watching. The TA was aware and subtly noted his presence. There are up to six pupils in there in the morning and it was clear from what I observed that the staff really know and understand the needs of the pupils.

I noted the same in the other classrooms I visited. Reception classes are signposting the types of shops that the pupils visit, with a garden centre at Homebase, Hobby Craft for hobbies and Waterstones for books. The school environment is language rich and knowing the needs of the pupils in their class, staff do all that they can to develop and motivate pupils. The school is currently working with Bedford and York universities on a developing language project. The TAs have their focus pupils for reading and literacy support. Staff told me how important it is to understand the needs of individual pupils, to be versatile, using technology to help pupils, all with the aim of creating an environment that pupils want to be in and to enjoy learning. Staff hold the belief that all pupils should succeed.

The Learning Mentor offers support to pupils and families. She has led two Triple P courses and a third is about to start. The parental response has been very positive and staff have reported that they are seeing a difference in both parents and pupils. The Learning Mentor stressed the need to show compassion to parents, giving them the opportunity to be heard. She said that sometimes parents just need a reassuring chat. Pupil mentoring sessions take place. There is a nurture group at lunchtime for those who find the unstructured time difficult. Further support is offered, for example, by NELI trained staff the EP, SALT and Star the Therapy Dog, to name a few. Sadly, my visit was not on a Thursday so I still have not met Star. I have though heard much about her!

Staff recognise the need in the school and adapt to meet it. I heard about how well pupils settle into school because they are given a Buddy. A parent confirmed this with me, saying how caring the staff are. As there is a growing number of children with little English, staff carry pictures of items, feelings etc to help to communicate with the pupils as well as using visual timetables, now and next boards to support learning. Reading is a real focus and the Deputy Head (DH) spoke about the reading Buddies she has set up with parents. She targeted the families who were doing well with their children, invited them to take part, trained them and the first sessions have just started. A parent told me how much she had learnt from the training session and how the child's welfare is prominent.

The school has a happy, positive environment that comes from the dedication of the staff. Staff told me how they are supported by each other, SLT and initiatives like Wellbeing Days. They are a team that works closely together and are prepared to step in to support each other. They see that this helps the school to run smoothly. Staff have high expectations of the pupils which reap real rewards. The behaviour I saw in the school was excellent. I had gone into assembly as the priest from the local church was



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going to be speaking about Easter. The pupils were in and sitting very quietly but the there was a long wait. Unfortunately, he had had to cancel at short notice. The pupils sat and waited until they moved forward with a singing assembly.

The pupils have a real pride in their school. They like the fact that the teachers help them to learn and they enjoy the activities they are given. They spoke enthusiastically about the challenges they are given and the models they make and how they liked seeing these displayed around the school. They know that everyone is included and they enjoy the trips that they go on. The resident scientist is very popular. They enjoy learning about the animals and told me about water dragons and how he brought different animals into school. They are very proud of the photographs that are taken of them with the animals. I saw the ones where they had the chameleon on their arms. The pupils feel safe in school and spoke about the Worry Monsters in their classrooms and how they are helped when they are sad. I was struck by how confident these Year 2 pupils were. They spoke to me about Fair Trade and it was evident that they had understood the concept behind this as well as enjoying the fun of the Fair Trade Hunt. The pupils are active in their community, going out litter picking for example and know about world events. They demonstrate the success of the school's vision, 'Everyone is valued and encouraged to grow and exceed beyond their expectations'.

Communication is a real strength. Staff are well informed and up to date with information about pupils. Parents know what is happening through the weekly newsletters and the soft start on two mornings a week means that parents can be in class and can see what their children are doing in literacy and maths. The school continues to make use of local links and encourages visits from community members as well as staff from other schools.

Once again, I enjoyed my day at the school and would like to thank the staff for the time they gave to me. I felt the warmth and the caring atmosphere and saw the pupils actively engaged and enjoying their learning. It was good to see the ways in which the school is adapting to meet the changing needs, without losing its inclusive, caring approach. I have no hesitation in recommending that the school retains the Inclusive School Award with Flagship status. A further review should take place in a year's time. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Ms 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