Inclusive, Dyslexia Friendly Schools

Quality Mark

School	Date of accreditation	Assessors	
St Erth Community Primary School, School Lane, St Erth, TR27 6HN	Tuesday 17th October 2023	Delia Hazell	Dyslexia Cornwall
		Toby Wilson	CC Cognition and Learning Service

St Erth Primary School are part of Truro and Penwith Academy Trust (TPAT). The school were awarded a continuing 'Good' OFSTED judgement in 2018.

The assessors spent approximately five hours in the school. They based their judgements on concrete evidence, internal school performance data, a tour of the school, including the school library, led by pupils, observations of small groups, discussions with the head teacher and SENDCo, SEND Governor, teaching staff and support staff and meetings with pupils from key stage one, lower key stage two and upper key stage two. Discussions were had with the following:

- Bill Coleman, Head Teacher
- Karen Golder, SENDCo
- Sandra Page, SEND Governor
- Laura Murgatroyd, English and Phonics Lead
- Ralph Hammond, Year 5 and 6 Teacher, Computing Lead
- Erika Bloxam, Maths Lead
- Kayleigh Burgess, Educational Mental Health Practitioner (External)
- Key Stage One and Two pupils
- Parents/carers of pupils with SEND

Everything below is based on the evidence gathered on 17.10.2023 and should be read in conjunction with the school's application.

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

The following was evident:

- St Erth School has overwhelmingly established a positive, inclusive ethos throughout the school. The assessors felt welcome immediately upon entrance to the school.

- As the assessors moved around the school, they were acknowledged with a smile and a greeting. Although it was their first time giving a school tour, the pupils who led the school tour were confident, passionate and highly enthusiastic about their learning. They are a real credit to the setting. They were able to tell us in detail about their past and current learning and discussed the many strategies and resources they had access to in order for them to achieve to their potential

- Staff work hard with pupils and parents to create a sense of community. Pupils are highly valued, their needs come first and provision is detailed and personalised. Staff have detailed knowledge of their pupils. This is supported by all members of school staff. Staff that the assessors spoke to all highlighted the emphasis on whole staff training opportunities available to support pupils with a range of need.

- The school has a number of SEND 'champions' in place who work with staff, parents and carers and other stakeholders to ensure outstanding provision for all pupils. Pastoral support is another real strength of the school.

- The school makes provision for children with a wide range of need and has dedicated spaces to support these pupils. They are also extremely well supported within the classroom.

- The school have created their own phonics programme for their pupils. It was discussed with the assessors that the previous phonics schemes were not working to the strengths of the pupils at St Erth. They have combined a range of approaches, with a focus on both synthetic phonics and the skills of phonological awareness to ensure the best reading outcomes for their pupils. This has also promoted a love of reading, with a range of class reader texts available based on the class topics in each year group being used to consolidate learning.

- Each pupil is assessed in their phonics ability at the start of key stage two. This helps to inform any interventions that are required for groups of pupils. Some pupils will

move on to the Project X reading scheme, which includes a range of low challenge, high interest books appropriate for their age range.

- The school have recently invested in a range of new books. They also use apps such as Reading Eggs and Doodle spellings to assist pupils with their reading and spelling.

- The school uses assistive technology very effectively to support all learners. The school are part of the Advantage Project, a scheme created by Truro and Penwith Academy Trust in collaboration with Apple which has been 'massively transformative' for pupils at St Erth. Each pupil in year five and six has their own iPad with a range of apps installed to support with all aspects of learning with a long-term plan to extend this offer to years three and four. Some of these apps are for whole class learning, such as the Shout it Out app which allows all pupils to write a suggestion onto their iPad which is then shared with the whole class on the interactive white board. Other software is used to tailor learning to meet the individual needs of pupils. For example, all pupils have their own Doodle Maths and Reading Eggs account and Doodle Spellings is used as an intervention if pupils have difficulties with phonics and spelling. Teach Mate is used to differentiate texts to meet the needs of all learners while keeping the overall content the same.

- Transition between the school and secondary settings is strong. The school works closely with each secondary setting pupils move on to, ensuring a continuation of appropriate support for pupils with SEND. Enhanced transitions are available for pupils with SEND so that they become comfortable with their new setting. Transition between the on-site nursery is also strong, and although the school does not run the nursery the collaboration between the two is strong to allow for the best possible start to reception.

- Parents had only positive comments to make during the meeting with the assessor. They all discussed how supportive St Erth school has been in providing the best possible support for their pupils. This wasn't purely focussed on support for learning, but also their social, emotional, and mental health. For example, one parent commented that even though the behaviours witnessed at home were not seen in school, staff have been very proactive in providing the relevant support for both the pupil and the parent. Several parent questionnaires were received and also contained praise for the staff at St Erth.

- Parental engagement is highly valued and this has had a significant positive impact upon the school. Parent/school relations are strong. The school sees parents and carers as central to making children's learning a success at the school. When pupils

on the record of need have their provision reviewed, the parents or carers, the pupil, their class teacher and SENDCo are all involved, ensuring that pupil and parent/carer voice are used effectively to review and inform future provision.

- The SENDCo and Head Teacher are highly inspirational and motivational leaders. They each have a wealth of knowledge and experience. They recognise and promote to all staff the importance of building trusting relationships with the pupils and establishing mutual respect. Staff have extensive knowledge of and clear visions for their pupils. The school finds ways to support pupils whatever their need. As all staff are well trained in the use of technology to support learning, this has had a positive effect on outcomes. Staff also discussed the wide range of training opportunities available to them to support the needs of pupils.

- All classrooms observed were positive, purposeful learning environments. All children were involved and engaged in their learning. Part of this is due to the ethos that is created. The displays were accessible without being over stimulating, streamlined, and included only essential information. Pupils involved in small group learning were very well supported by the skilled members of staff working with them. Strategies such as talk partners, the use of technology, and having pastel backgrounds on presentations all promote an environment of inclusivity.

- Lessons are highly resourced and the assessors observed a wide range of inclusive strategies being used. TAs are very well briefed and deployed. The TAs were effectively supporting children during their learning whilst also allowing them independence. The resources were offered to all pupils as options and the assessor observed the pupils using the resources when needed. It was apparent that the resources were part of the children's everyday working practice. There was a wide range of technology being used in the classrooms.

- The assessors were impressed with the investment that the school had made into developing a love of reading for all children. Reading areas were well stocked with a wide range of genres for all to enjoy. Every pupil is recognised no matter where they are in their reading journey.

- The assessors met with several children from year one to year six. The children brought in a range of resources which they used to help them with their work. Assessors were highly impressed with the resources available to pupils with a wide range of additional needs. It is clear that the school's metacognitive learning motto 'ready, reflect, and review' has had a positive impact. For example, one pupil the assessors spoke to had their own jotter book that they could make notes in to help

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them remember, and another brought their iPad and demonstrated how a range of technology assists them with their maths and writing.

- An assessor met with Sandra Page, the SEND Governor for the school. She discussed that the school is wholly child centred and that SEND is at the heart of everything they do. Bill Coleman is a very hands-on head teacher who knows every child and their families well. He is deeply caring and empathetic, as are Karen Golder and all the staff. The school are very reflective of their practice and are always striving to improve. Children are proud of their learning and of the school and as a governor with a grandchild at the setting, she feels very involved in the school community. After speaking to the assessors Sandra popped into the year five and six class to look at their use of iPads. She was very impressed how the technology was enabling individualised learning with independent support.

- Sandra shared with the assessors a copy of her latest monitoring report. Comments included that **'**It was an absolute delight to listen to the children talk about their education. Their enthusiasm for learning and excitement about the curriculum was clear from the beginning' and a pupil talking about 'Ready, Reflect, Review,' and was able to describe how the class uses mind-maps to record the knowledge they have at the beginning of a topic and how they add to it as they review what they have learned.'

The Dyslexia Cornwall assessor stated in her report:

- The day was a positive stimulating experience. The school is clearly inclusive for all children with different learning needs. The concept of metacognition is embedded within the culture and ethos of the school. The pupils were keen to talk about the Ready, Reflect, Review approach.
- Responses to the Dyslexia Cornwall online questionnaire were positive and supportive of all staff. All replies mentioned that the school listens to them and responds well. There were four responses from years reception, three and six. The following quote reflects the tone of the responses.
   o (The school) "treats children as individuals and understands their child's learning differences."
- One parent mentioned that their child doesn't like being singled out as different. I discussed this with Karen and spoke about strategies that could help the individual understand why they might need to do things slightly differently than their peers.
- It was a pleasure to be part of St Erth for a day. The children were delightful and I was impressed by their confidence, their understanding of how they learn and their

eagerness to talk about their school experience. They are obviously happy and secure educationally, emotionally, and mentally at St Erth.

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

Indicators that have been adjusted are in bold and colour. **Green** is used where it was felt the indicator had moved along and **blue** is used where it was felt the indicator needed to go back for further consideration.

Standard One: The Inclusive, Dyslexia Friendly School

a. Leadership and management

Indicator	developing, established, enhancing
1. The school website, SEND Information Report and school policies make reference to inclusion, accessibility, and the celebration of diversity.	Enhancing
2. In the SEN Information Report, the school explicitly describes the support given to learners with cognition and learning needs.	Enhancing
3. Parents, learners and governors have been actively involved in the IDFS+ initiative.	Enhancing
4. The school improvement plan (SIP) includes targets regarding the achievement of IDFS+ status.	Enhancing
5. Senior leaders and governors expect all staff to be proactive in implementing and promoting inclusive practice in line with IDFS	Enhancing
6. Learners with cognition and learning needs are supported pastorally as well as academically.	Enhancing
7. Support staff are valued members of the school and are supported in applying inclusive strategies.	**Enhancing**

8. Support staff have a range of specialisms including the <u>Dyslexia Champion role</u>. A HLTA has the role of Dyslexia Champion.	Developing
9. <u>Resources (including human resources)</u> are allocated to ensure effective implementation of the IDFS+ initiative.	Enhancing
10. <u>Transition from phase to phase</u> is seamless and a positive experience for learners.	Enhancing

b. Training

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).	Enhancing
2. All teaching and support staff have undergone <u>Inclusive, Dyslexia Friendly Schools training</u>.	Enhancing
3. <u>All governors are given IDFS+ training</u> and understand the statutory requirements outlined in the SEND Code of Practice.	Enhancing
4<u>. An IDFS+ pack</u> provides information regarding the inclusion of learners with cognition and learning needs and is available to all staff and governors.	Enhancing
5. All new staff have an <u>IDFS+ induction programme.</u>	Enhancing
6. A key member of staff has a nationally accredited post-graduate SEND or assessment qualification.	Enhancing

Standard Two: Teaching and Learning

a. Assessment and planning

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.	Established

3. <u>All 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 APDR document (or equivalent) in their joint planning	Enhancing

b. Provision - do

Universal	
1. The school recognises that the <u>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 are <u>grouped appropriately</u> i.e. according to general cognitive ability as well as other specific needs.	**Enhancing**
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 homework is <u>differentiated, understood and achievable.</u>	Established

Targeted	
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.	Enhancing

c. The school/classroom environment and resources

1. The <u>physical environment</u> of the school is uplifting, inclusive and accessible	Established
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	Established
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. Learners have access to a range of technology	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.	Established

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

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

Standard Four: Working in Partnership with Children and Young People

1. The school ensures that learners are involved with their learning. Staff help learners to understand their learning preferences, the strategies which work for them and to value their achievements.	**Enhancing**
2. The school finds out about learner interests, strengths and weaknesses and includes these in their APDR document (or equivalent) and in planning.	Enhancing
3. Learners are offered help with their emotional needs from a variety of people within the school.	Enhancing

4. Learners and young people have <u>somewhere or someone to go to</u>, if <u>they need to</u>	Enhancing
5. The school works hard to <u>raise awareness</u> of cognition and learning needs amongst their learners to remove the stigma and provide <u>positive role models for all learners.</u>	**Enhancing**
6. Learners and parents/carers are <u>included in decisions made</u> regarding access arrangements and are asked for feedback. Access arrangements are in place as the <u>normal way of working</u> for learners with cognition and learning needs <u>throughout the key stages.</u>	Enhancing
7. The school community used <u>positive language</u> in order to ensure <u>good self-esteem, positive self-image, progress, and achievement of its learners</u>	Enhancing

Overall, this equates to:

Standard:	Number of standards achieved in this area:	Percentage:
Developing	(1/59)	2%
Established	(7/59)	12%
Enhancing	(51/59)	86%

Points for Consideration:

These had also been identified by Karen Golder as areas for development.

- Develop the role of the Dyslexia Learning Champion within the school.
- Consider the role of a Student Learning Champion to mentor and support peers and younger pupils.
- Join Dyslexia Cornwall / The British Dyslexia Association and use the resources produced by these charities.