



6th July 2011

Mrs Sandra Heaviside
The Head Teacher
Wilbury Primary School
Wilbury Way
Edmonton
London N18 1DE

Assessment: 30th June and 1st July 2011

Summary

Wilbury Primary School is large in terms of the school roll, the school site and the number of teaching and non-teaching staff. In less capable hands the size of the management task could be seen to be tediously complex, but at Wilbury one gets the impression only that the organisation of such a comprehensive educational establishment is an exciting challenge on a daily, termly, annual and longer-term basis.

The closely-frameworked structure of Wilbury Primary School resembles that of a small secondary school more than that of a traditional primary school. The post of Inclusion Manager is rightly placed within the Leadership Team and is held by an Assistant Head Teacher. The extraordinary breadth of the Head Teacher’s vision and the able support afforded by her Deputy Head Teachers and Assistant Head Teachers, means that the educational experiences that can be provided at Wilbury are practically unrestricted in scope.

The school is divided into four departments (Early Years, Key Stage 1, Key Stage 2 Lower and Key Stage 2 Upper), each managed by a Department Head. These Senior Management Team members have much the same remit as a Head Teacher would have in a small primary school, and in this way the inclusion agenda can be maintained at Wilbury, as every individual child is well known by a dedicated professional with a ‘big picture’, strategic, management overview.

Class-based and non class-based teaching staff, including teaching assistants, nursery nurses and bilingual and other support staff, have all been expertly chosen and carefully placed in order to make the very best of their individual skills. They are encouraged to continue their own professional development through taking on additional responsibilities, by engaging in a comprehensive programme of school-based training, and by searching out post-graduate and other significant training courses for themselves. There are similar expectations of finance, administrative, resource and premises staff, and all in all the overriding impression of the adults at Wilbury, including the outstanding leaders and managers, the warm and welcoming receptionist and office staff, the friendly lunchtime supervisors and a representative Oscar-winning and almost tap-dancing class teacher, is that no-one is excluded, all are enabled to move toward their full potential, nothing is impossible, and that faultless organisation and co-ordinated team-work can solve any problem. Moving into a new era of inclusion at Wilbury,

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I feel that the school will benefit enormously from introducing other schools to their vision for a more inclusive future.

It is difficult to write a concise and readable report that does justice to the wealth of embedded inclusive practice observed during this reassessment. In order to be a useful working document a report must be limited to a reasonable length, and so the content of this document is based on only a *sample* of the quality evidence observed. There are few areas requiring any significant level of development, however I have made some suggestions and the school should continue to put in place everything that is already proving to be so successful.

My lasting impression of Wilbury Primary School can be summarised by the Head Teacher's inspiring view that 'Children come in with a lot of different challenges, what we have to do is constantly change in order to match their needs ... This year, next year, three years' time - thinking what the possibilities are and not wasting opportunities. It's making an impact on children's lives'.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

Assessor: Sue Rush

Findings confirmed by Inclusion Quality Mark Ltd:



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Joe McCann MBA NPQH
Director of Inclusion Quality Mark Ltd

Name of School:	Wilbury Primary School
Headteacher:	Mrs Sandra Heaviside
Date of assessment:	29 th June 2011
Final assessor:	Susanne Rush
Successful:	Yes

Context of the School and Sources of Data

Wilbury Primary School is a popular four-form entry Enfield school and nursery. Wilbury pupils are from a variety of family cultural and faith backgrounds, with fifty-four languages spoken in total. In the main the area is residential with some properties owner-occupied and some rented. An increasing number of Wilbury families live in temporary accommodation, and this significant proportion of the population of the school is highly transient.

Wilbury Primary School has a fair gender balance and a good attendance rate of just over 95%. The most recent Ofsted report (November 2009) describes the school as ‘larger than average’ and as serving ‘an ethnically diverse community’. The proportion of pupils who speak English as an additional language is described as ‘high’ (at least 54 different languages), as is the proportion of pupils with special educational needs and/or disabilities. Almost 45% of the school roll is entitled to free school meals.

The original Wilbury building was constructed in the early 1950s but it has been extended several times and now has the flavour of a roomy new-build educational provision with dedicated spaces for a library, ICT suite, study rooms, reprographics’ department etc. Currently the school has 937 registered pupils, with 28 classes and 4 part-time nursery classes. There are a generous number of full and part-time staff members with a large Senior Management Team, 31 class-based teachers, 15 additional teachers, a team of 35 teaching assistants, 21 lunchtime supervisors and 13 administrative and premises staff.

In addition to the children with special education and/or disability needs at School Action and School Action Plus (SEN Code of Practice) the school caters for other pupils with statements of special educational need. All of these pupils require additional support to cater for their physical, social, personal and/or intellectual differences. The school also identifies and provides for children with special abilities, gifts and talents and there are other pupils where levels of social concern who are supported and carefully monitored.



Assessment Report by IQM



Portfolio and Other Supporting Evidence

Information and evidence was gathered by observation in the school, but also through both formal and informal conversations with the Head Teacher and members of the Leadership Team and Senior Management Team, also a range of teaching, learning support, lunchtime and administrative staff, and representative pupils, parents and governors. Some of the children interviewed were members of the School Council and some of the parents/staff were members of various fund-raising groups.

The school produced a wide range of evidence and detailed sources of data and information to support this Inclusion Quality Mark re-assessment, including:-

- The current School Plan.
- The school brochure.
- The report of the most recent Ofsted inspection (2009).
- A range of policy, procedures and other smaller documents relating to specific areas of inclusion.

In addition, as the IQM assessor I had access to:-

- The school website.
 - The current IQM Tracking Document.
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Element 1 - Learner Progress

Strengths:-

- It must be noted that this section of this IQM report relates to learner progress *in terms of inclusion* rather than the terms of Ofsted criteria. Whilst the most recent Ofsted report (2009) highly praises the inclusion successes at Wilbury and acknowledges that ‘most pupils arrive with well below age-related skills in literacy and numeracy’, also that ‘high mobility affects their achievement’, nevertheless there are Ofsted concerns that not all pupils ‘attain at least average standards in English, maths and science’. These concerns are likely to have contributed heavily to an overall Ofsted grade of ‘satisfactory’ rather than a higher overall grade.

The introduction of the Wilbury Inclusion Policy quotes the three principles of the National Curriculum statutory inclusion statement; (1) Setting *suitable learning challenges*, (2) Responding to pupil’s *diverse learning needs*, and (3) Overcoming potential *barriers to learning and assessment* for individuals and groups of pupils. None of these principles for inclusion relate to the arbitrary pupil-achievement of ‘at least average grades’ unlike the Wilbury Inclusion Policy vision of inclusion which includes the aim to enable every child to ‘fulfil their potential’.

- As I moved about the school during this assessment I observed a range of mainstream activities where pupils with significant levels of need were successfully included at their own levels, demonstrating not only academic progression towards their potential, but also an immense amount of enjoyment. Wilbury has taken on board ‘the creative curriculum’ and project work to cater for diversity wherever appropriate, and at other times suitable learning challenges are set by the provision of tasks, differentiated for the abilities and needs of individuals and groups.
- There is an excellent level of understanding at Wilbury that learner progress is not merely about learner attendance and teacher presentation, but also about family stability, family education, child safety and happiness, child nutrition, and much, much more. There are both English-speaking and bilingual home/school officers.
- There are certificated academic classes for adult learners, and children are so proud of their parents when they succeed.
- ‘The Place 2 Be’ and ‘A Place 2 Talk’ are both excellent supports, recommended to me by children I spoke to during the day.
- There is an extraordinarily inexpensive breakfast club (£1 per day where other schools sometimes charge upwards of £2) where the importance of protein rather than dangerously sweet cereals and white toast is recognised and a different egg, cheese or pulse dish is offered daily, and water or milk are the only drinks available. The adult supporters breakfast together with groups of children, discussing plans for the day and identifying those who have come to school bringing upsets with them.

- Interventions such as visual timetables, pre-teaching and language enrichment which were originally designed for specific groups of challenged children are used with any member of a class seen to benefit.
- Children who were interviewed were proud of their achievements and described the enrichment of school activities. Some children spoke about being School Council representatives and were clear about their special role in supporting and including other children in both the classroom and playtime settings.
- Key Stages 1 and 2 have respectively ‘The Rainbow Group’ or ‘The Nurture Group’ as temporary full or part-time small-group provisions, staffed by experienced teachers and other practitioners in order to enable children to make enough speedy progress so that they can be included back into their classes as successful learners, and not just as pupils who are physically present.
- In order for the above and other provisions such as Reading Recovery, Better Reading Partners and EYSI (speech and language) support to be workable, the provision must be consistent. I was told by the Reading recovery specialist that this is recognised by senior management, and that ‘our support teachers are never pulled out to cover’. Instead there has been a considerable investment in the training of a team of Higher Level Teaching Assistants who are used as cover supervisors, and who have the skills and temperament to be faced with different challenges every day.
- Similarly, in order for this wealth of special provision to be effective the *accurate identification* of children who will benefit is key. The Deputy Head Teacher for Assessment and Curriculum explained the Wilbury assessment processes and documentation to me, and they are certainly comprehensive, cumulative and on-going with a different assessment priority for every half-term of every academic year. Part of this cycle is the annual assessment week undertaken by all classes and the use of P Levels and other specialist tracking systems for children with very individualised needs. There are regular progress meetings to consider ‘who hasn’t made progress, and why ... One of our issues is people *believing* assessments when they get them ... if you’re measuring progress around it, it has to be right ... The Head is a very organised manager. She does expect things to be clear’.
- Parents and carers are very happy with the progress of their children at Wilbury. One carer told me that ‘the level of care offered to our two boys, even when they were doing crazy things, was great. For a primary school the facilities are incredible’.

Areas for development:-

- The school has already identified Priority 1 of the 2010-2012 Whole School Priorities Plan as ‘To accelerate progress in order to raise standards in English and mathematics to the national average by the end of Key Stage 2’, and there are closely-related targets and sub-targets. There are no additional significant areas for development, although the school should continue to put in place all of the existing provision that is proving to be so successful.

Element 2 - Learner Attitude, Values & Personal Development

Strengths:-

- The behaviour of children at Wilbury Primary School is observably excellent both inside and outside of the classroom. Staff and children feel that bullying is minimal.
- The school has a celebratory culture which supports all children's achievements and this helps to inspire and motivate learners to achieve at their very best level. There are regular 'celebration assemblies' where differently coloured badges are awarded to individuals for a variety of behavioural, learning and sporting achievements and where the achievements of groups and classes are rewarded too. 'Silent cheers' and 'two-fingered claps' maintain a calm atmosphere, even when children are excited about events!
- The school develops pupils' personal characteristics and children understand both their boundaries and the contributions they can make. There are areas of responsibility and even children with complex challenges are expected to take their part.
- The school marks major religious festivals, including Christmas, Diwali etc. and celebrates cultural differences.
- Observing a class lesson attended by a profoundly deaf non-English-speaking child wearing two hearing aids was quite an emotional experience. In addition to the obvious curricular and self-esteem benefits of total inclusion it was a joy to watch a teacher trying so hard to communicate through facial mobility, gestures, formal signing, demonstrations, pictures etc etc. The local authority Hearing Impairment Advisor commented that this level of communication skill 'actually helps the others too', and I feel that he meant in terms of human empathy, in addition to learning.
- Inclusion is not just related to the attitude, values and personal development of learners, but also to that of the broad range of staff. The Family Learning Co-ordinator told me that the children 'know that good behaviour is expected, and it's consistent throughout the school. It's a whole ethos of respect for one another.
- The Wilbury 'golden rules', as expressed in the school handbook, are: be gentle, be kind and helpful, work hard, look after property, listen to people, be honest. These rules are rooted in the school behaviour policy.

Areas for development:-

- There are no significant areas for development, although the school should continue to put in place all of the additional provision that is proving to be so successful.

Element 3 - Leadership & Management

Strengths:-

- The opinion of one local authority officer is that ‘Wilbury is seen by the LA as a large inclusive school. It’s seen as a school that gets on and does very well. They do their best by the children, and the children really do well ... The school supports the parents. The school empowers the parents ... The success of children with complex needs depends *very much* on management and organisation, and this hasn’t been recognised by Ofsted.
- The leadership and management structure of the school is headed by the Management Team of a Head Teacher, two Deputy Heads and two Assistant Heads, also an extended Senior Management Team with four Heads of Department (Early Years, KS1, KS2 Lower and KS2 Upper) and a Business Manager. The local authority Educational Psychologist describes working with the management team as ‘a joy’, and the Inclusion Manager, who is a relatively new staff member, talks about the leadership and management structure in glowing terms, stating that she was ‘bowled over by it’ from the moment that she joined the school and that she ‘thinks very highly of the staff and the Head’ who is ‘very good at taking things and moving on’. At Wilbury everyone appears to relate well and to have real regard and respect for each other’s strengths. A strong impression gained from speaking to individuals with a variety of roles is that this attitude is laid down at the highest point, and that in particular the Head Teacher has selected a group of professionals who can develop her inclusive vision for the school.
- The staffing at Wilbury Primary School is very stable and everyone spoken to felt that this is unlikely to change very much, generally because of the investment in staff made by senior management. One SEN specialist teacher said ‘I’ve always felt very supported here ... we are made to feel valued’.
- The management team feel that it is important to maintain the current excellent child-adult ratio, even though current and future political funding changes may make this less straightforward. They are ready to change how they look for funding streams and the current Business Manager has taken on additional training in order to be prepared.
- These enthusiastic dedicated, perceptive and empathetic members of staff have been well chosen and well placed by the governing body and senior management and have been encouraged and enabled to think and work both autonomously *and* as part of a team, towards the creation of a child-centred learning environment that enables all, both children and adults, to strive toward meeting their potential.

Areas for development:-

- The leadership team could consider developing a formalised and fundraising role for the school in terms of inclusion training and/or strategic advice for teachers and assistants from other establishments, and not necessarily those from within the same local authority.

Element 4 - Staffing System & Organisation

Strengths:-

- The Wilbury leadership and management is as described above. The staffing system is a clearly-structured pyramid with the Leadership Team at the apex, and then there are 31 class-based teachers with co-ordinators for all curriculum areas, 5 additional non class-based teachers including co-ordinators of both music and ICT, EMA teachers, 2 Reading Recovery teachers and an Every Child Counts maths support teacher.

A co-ordinator manages a large team of 35 teaching assistants, some of whom are HLTAs used as senior TAs and cover supervisors. There is a range of additional assistants for specific SEN and language needs, in the EYFS, and in the two nurture classes and a Lead Supervisor manages a large team of 20 Lunchtime Supervisors.

In addition to the above there are nine finance and administration staff led by the Business manager and three premises staff. Without an outstanding level of leadership and management skill this large number of workers could easily become a disparate band, but this is simply not the case. One staff member describes the structure as ‘really successful – it’s micromanaging’.

- The outstandingly obvious thing about this complex structure is that everyone appears to get on with one another and to have real regard and respect for each other’s strengths. A strong impression gained from speaking to individuals with a variety of roles is that this attitude is laid down at the highest point, and that in particular the Head Teacher has selected a group of professionals who can develop her inclusive vision for the school.
- The staffing at Wilbury Primary School is very stable and everyone spoken to felt that this is unlikely to change very much. One SEN specialist teacher said ‘I’ve always felt very supported here ... we are made to feel valued’. I became aware of the fact that although the work is challenging and the expectations are high, overwhelmingly the staff members enjoy what they do and experience high levels of job-satisfaction.
- The outstanding strength of this close-knit team of professionals is the ‘one voice’ with which they all speak enthusiastically and caringly about inclusion.
- Staff members are warm and welcoming, from the smiling office and reception staff and the dedicated lunchtime supervisors to the enthusiastic and well-trained teaching assistants and the dynamic teaching staff.
- It is very obvious that at Wilbury Primary School, individual staff members are encouraged to be creatively proactive and to take responsibility for proposing and carrying out projects, such as the IQM accreditation.
- This school invests a large amount of time and funding into the continued professional development of the staff, from senior management to the newest members of the team. Day release and attendance at college is a possibility and funding for accredited study is available.

Areas for development:-

- There are no significant areas for development, although the school should continue to put in place all of the additional provision that is proving to be so successful.

Element 5 - The Learning Environment

Strengths:-

- The Wilbury site has a spacious and creatively-used building with a large amount of useful outside space, some with covered areas and roofed seating for wet/hot playtimes/non-academic pursuits. The corridors are wide and wheelchair-friendly and there are disabled toilets/showers. There is an on-going audit of school requirements against space, and currently a corridor ICT provision is being made into a small-group teaching space, whilst additional laptops will be purchased for classroom use.
- The school building and surroundings are all very well managed in terms of tidiness and cleanliness. The paintwork, furniture, soft furnishings and carpets all look new, even though some areas of the school were decorated some while ago now. The overriding impression is of a beautifully clean and well-maintained premises – a place that both adults and children would comfortably spend the greater part of the year.
- The simple school uniform is a neat and tidy mixture of white, grey and blue. Children wear a variety of styles, as long as they follow the colour theme, which is one that is easily and inexpensively purchased from local supermarkets and department stores.
- At Wilbury there is enough space to allow dedicated rooms for ‘study’, music, ICT, art etc. There is no feeling that lack of space would hamper a creative idea such as the recent imaginary ‘trip to France’ day when children with school-made passports climbed aboard an ‘aeroplane’ in the school hall, staffed by suitably dressed ‘air-crew’ teachers and TAs, travelled in the ‘plane’, landed in ‘Paris’, and spent the day making croissants, doing craft work based on the Eiffel Tower, and speaking French!
- There is a positive culture for learning, up to the level of each individual’s personal best, also high expectations for behaviour and respect for others. Staff members are excellent role models and demonstrate respect for the children and each other.

Areas for development:-

- In addition to the one profoundly deaf pupil, there are at least two other children at Wilbury with some level of hearing impairment. In addition there are a number of pupils with concentration and attention difficulties who are often very much more included into group, classroom or large hall activities where there has been acoustic treatment to support the hearing impaired. The school is already well carpeted and so the next stage might be the installation of a soundfield system. Such systems can be expensive to install throughout a school, however portable equipment is available. A specialist teacher for the hearing impaired will be able to advise, or alternatively there are many companies such as Connevans (www.connevans.com) with country-wide experience.
- There are no other significant areas for development and the school will continue to audit the building in order to maximise full use.

Element 6 - Teaching & Learning

Strengths:-

- Because the school has a wealth of staff, individualised and small-group teaching is very much the norm at Wilbury. 'Reading Recovery' and "Better Reading Partners' strategies are used throughout the school.
- Similarly there is individualised Every Child Counts input by a specialist teacher.
- In the current Whole School Priorities Plan (2010-2012), Priority 1 relates to the acceleration of progress for each pupil via personalised provision, the raising of attendance levels, the improvement of the quality of teaching so that 80% is 'good or better', and the improvement of the already extensive assessment procedures.
- Priority 2 of the Priorities Plan relates to the development of a new school curriculum based on the findings of the Rose review and to the offering of enrichment activities to all children. In practice the school already has many additional activities and clubs, also very effective family learning activities.
- The school is very happy to have young 'Lead Teachers' who support teaching staff throughout the local authority. I only had the pleasure of observing one of them, but in a very complex situation with a child who not only has English as an additional language, but who also has become suddenly and profoundly deaf, this young teacher showed that inclusion is more than possible in the hands of a creative practitioner. The local authority Hearing Impairment Advisor shared with me information regarding work done by this professional, supported by the school, whereby the teacher prepared the child for a diagnostic medical assessment and then accompanied the family to the hospital appointment so that an accurate assessment could be made. The HI advisor said that he didn't know of another school where this would have been undertaken this easily.
- The school has a School Council with a gender balance and each class/age-group is included with a representative on the council. The opinions of classes and individual children are consulted regularly, encouraging learning that is not exclusively of an academic nature.

Areas for development:-

- As noted above the school has already identified a number of areas for development (Whole School Priorities Plan). There are no additional areas where development is recommended, although the school should continue to put in place all of the additional provision that is proving to be so successful.

Element 7 - Resources & ICT

Strengths:-

- A good level of staffing and access to both internal and external, funded continuing professional development is undoubtedly what makes the team of teaching and non-teaching staff such a resource.
- A strategic decision has been made and hourly-paid staff members are recompensed for additional briefing time at the start of each day. Some areas of training take place within the working day and this enables as many individuals as possible to be included.
- The specialist skills, resources and adaptations to the building benefit the inclusion of all children with challenges and differences, whatever they may be.
- The school is generously fitted with interactive whiteboards in every classroom, in the nurture group classrooms, and in several other areas where presentations might take place.
- The school has a dedicated ICT suite and an enthusiastic non class-based ICT coordinator. In addition there are computers within classrooms and resource centres throughout the school. One current project is to dispense with one of the large corridor-based ICT areas and instead provide an increased number of laptops within classrooms.
- The non class-based music coordinator, working together with other staff, was the driving force behind a recently made school film. The production values are professional and the inclusive motif of the 'home-made' Wilbury song is inspirational.
- There is a school library which is well-kept and well-stocked, also additional books, games and equipment in resource areas and classrooms. Books relating to multicultural issues, the celebration of religious festivals, disability and life-problems are all represented and there a variety of books which cater for the needs of those who are slow to achieve literacy.

Areas for development:-

- Posters relating to popular celebrities, as role models who have overcome specific learning difficulties, are available from the British Dyslexia Association and are sometimes usefully displayed in a school library.
- The school already uses a wide variety of teaching-reading materials and methods. In addition the school might like to consider some lesser-known supplementary reading schemes for some children, such as the POPS (Plenty Of Potential) scheme developed especially for children with Downs Syndrome or those on the autistic spectrum.

- Additionally some children with specific learning difficulties such as dyslexia respond to unusual interventions. In addition to classic multisensory methods, a traditional and structured ‘whole word’ reading scheme may be useful and ‘Meaning, Morphemes and Literacy’ is a book examining the research-base of a programme based on morphology (the understanding of the meaning of common word-parts) rather than phonology (the perception and use of speech-sounds). Published by Book Guild Publishing and available from Amazon at the reduced price of £12.59.
- Where reading is effortful language enrichment is affected and access to recorded books can be useful. Sources of supply include Listening Books, also known as The National Listening Library. This is a national charity for those who find it ‘impossible or difficult to hold a book, turn its pages or read in the usual way’. It provides an economical postal audio-book library service, to both schools and families. Recorded texts might be particularly useful for families where parents have difficulty reading bedtime stories. Whole families can enjoy recorded texts together and benefit from the undoubted language enrichment.
- Although the school is currently fairly well funded, with the reduction in centrally-funded support there may be a need in the future to actively pursue additional financial support from other public or private sources. Many schools find that charitable and other bodies can be located by trawling the internet, also that successful bids can be made by schools who wish to pursue interesting inclusion projects. It is likely that the Head Teacher, Governing Body and Business Manager already have this very well in hand.

Element 8 - Parents & Carers

Strengths:-

- Several parents met with me during my visit, and all were unequivocal in their support for the school, the staff and the Senior Management Team, including the Head Teacher. They expressed total confidence in the school in terms of problem solving and support.
- Parents are welcomed to a range of events during the school year, including parent meetings, celebrations and performances, where every child can take a part.
- Most children come from families who live very near to the school, and because of this parents and other carers make friends in the playground, organising play opportunities for their children and social events for themselves.
- Additional support is given to parents in terms of family and adult learning courses, many of which are certificated and so of value 'in the outside world'.
- A number of parents are willing helpers and not just invitees, and some existing staff members began their relationship with the school as volunteers.

Areas for development:-

- There are no obvious additional areas for development, although the school should continue to consult with families from a range of social, religious, ethnic and disability backgrounds regarding the needs of their children and other family members.

Element 9 - Governors, External Partners & Local Authority

Strengths:-

- The school has a governing body of 17 members. The school handbook makes it clear that the body monitors the progress that the school is making and that members of the governing body can be contacted through the school office.
- Named governors represent the interests of children from specific groups, for example those with special educational needs and safeguarding issues. The SEN governor meets regularly with the Inclusion Manager, often visits classrooms to observe and comment on inclusive practice, and stated clearly 'We (i.e. the Governing Body) know exactly what's happening. It's open'.
- Governors are embedded into the life of the school, attending celebrations, taking their part in a range of activities and supporting the school in terms of fundraising.
- Local authority officers visit the school regularly. Their roles relate to hearing and other types of sensory impairment, speech and language, social, emotional and behavioural problems, attendance, medical needs and the broad spectrum of difficulties exhibited by children with statements of special educational needs. There is regular support from an educational psychologist (EP). It is possible that local authority financial restrictions may mean that in the future only low levels of non-statutory advice will be available. The management team of the school are aware of this and have buy-in plans in hand.
- The school EP enthusiastically describes her involvement on a three-year project related to reducing the teaching assistant (TA) dependence of children on the autistic spectrum. Trainee EPs have also been involved.
- The EP was extremely positive about the role of TAs at Wilbury. 'The TAs are empowering parents and giving them a community.'
- The local health authority speech and language therapist (SALT) praised the inclusivity of the school, saying 'Wilbury is definitely one of my most inclusive schools'. The SALT allocation is smaller at Wilbury than at many Enfield primary schools, possibly because the proportion of statements of SEN is smaller. The SALT commented that 'the school enables parents if at all possible and the Parent Support Officer has been very supportive'.
- The SALT praised the amount of speech and language intervention already in place in the school, from screenings in the EYFS and Year 1 to the additional small-group support sessions planned for Years 5 and 6.
- The SALT commented on the fact that neither Enfield nor Haringey now have a translation service. The school provides the services of bilingual assistants for parent conferences wherever possible.

- The LA attendance officer meets regularly with school staff. There is an Attendance Club and a Punctuality Club. The provision of a Breakfast Club has helped attendance enormously.
- The co-ordinator of The Place 2 Be spoke enthusiastically about his work with the school over a long period of time. Children who were interviewed had mostly used the facility and knew that if a friend was in trouble it would be one of the first places to take them.
- Wilbury is a training school for those entering teaching through the Graduate Training Scheme. One teacher observed was a perfect example of a teacher trained and supported in this way.
- Wilbury Primary School is well resourced, to the point that only one of the representatives of external agencies I spoke to could think of a significant piece of equipment that was lacking (Acoustic treatment for the building, recommended by the HI advisor and mentioned elsewhere in this report). All were so happy to be associated with a school where the inclusion of the children on their caseloads was for once, not problematic, and where the parents, carers and families of those children were supported and enabled.

Areas for development:-

- There are no significant areas for development, although, as has been mentioned elsewhere in this report, the school is well aware that local authority changes may have an impact on the school and alternative plans are in process.

Element 10 - The Community

Strengths:-

- Wilbury Primary School is in the early stages of forming a mutually-beneficial partnership with another local primary school.
- Objective 3 of the current School Plan relates to the promotion of community cohesion. The SEN governor told me that ‘our community vision for the school is anything that includes buildings, sports’ facilities etc. All the governors feel like this. We don’t want it to be here just for Wilbury School – If you want to be inclusive it has to be for the community’.
- Local newspapers often cover news stories relating to the school, individual pupils and the local area.
- The school fundraises and supports a number of external charitable causes including Comic Relief.
- In terms of the world-wide community Wilbury has links with several countries and a large number of staff have been involved in Comenius Projects abroad.
- The Wilbury Business Manager is very much aware of the broad-picture inclusive vision for the future of the head teacher, senior management and governing body, and of her part in possibly needing to secure funding. ‘It’s a dynamic of the people who are working here, and not just the governors. If you include people, before you know it you have four or five projects ... There’s lots of money out there to be tapped into – We’re all quite good bid-writers now. You’re sharing best practice, you’re sharing everything really – Everyone benefits’.

Areas for development:-

- The Wilbury vision of inclusion is much further forward than that of many other primary schools. The strength of leadership and focus of strategic planning over a number of years has already resulted in a school that very effectively manages the needs of children, parents and professionals and includes elements of both the local and world-wide communities. Now Wilbury is capable of moving their inclusive ethos on to a different plane, capable of taking what the Business Manager so ably describes as ‘sharing best practice ... where everyone benefits’ into what could become either a philanthropic or a commercial endeavour, advising other educational establishments where the inclusive journey has only just begun.

Summary

Wilbury Primary School is large in terms of the school roll, the school site and the number of teaching and non-teaching staff. In less capable hands the size of the management task could be seen to be tediously complex, but at Wilbury one gets the impression only that the organisation of such a comprehensive educational establishment is an exciting challenge on a daily, termly, annual and longer-term basis.

The closely-frameworked structure of Wilbury Primary School resembles that of a small secondary school more than that of a traditional primary school. The post of Inclusion Manager is rightly placed within the Leadership Team and is held by an Assistant Head Teacher. The extraordinary breadth of the Head Teacher's vision and the able support afforded by her Deputy Head Teachers and Assistant Head Teachers, means that the educational experiences that can be provided at Wilbury are practically unrestricted in scope.

The school is divided into four departments (Early Years, Key Stage 1, Key Stage 2 Lower and Key Stage 2 Upper), each managed by a Department Head. These Senior Management Team members have much the same remit as a Head Teacher would have in a small primary school, and in this way the inclusion agenda can be maintained at Wilbury, as every individual child is well known by a dedicated professional with a 'big picture', strategic, management overview.

Class-based and non class-based teaching staff, including teaching assistants, nursery nurses and bilingual and other support staff, have all been expertly chosen and carefully placed in order to make the very best of their individual skills. They are encouraged to continue their own professional development through taking on additional responsibilities, by engaging in a comprehensive programme of school-based training, and by searching out post-graduate and other significant training courses for themselves. There are similar expectations of finance, administrative, resource and premises staff, and all in all the overriding impression of the adults at Wilbury, including the outstanding leaders and managers, the warm and welcoming receptionist and office staff, the friendly lunchtime supervisors and a representative Oscar-winning and almost tap-dancing class teacher, is that no-one is excluded, all are enabled to move toward their full potential, nothing is impossible, and that faultless organisation and co-ordinated team-work can solve any problem. Moving into a new era of inclusion at Wilbury, I feel that the school will benefit enormously from introducing other schools to their vision for a more inclusive future.

It is difficult to write a concise and readable report that does justice to the wealth of embedded inclusive practice observed during this reassessment. In order to be a useful working document a report must be limited to a reasonable length, and so the content of this document is based on only a *sample* of the quality evidence observed. There are few areas requiring any significant level of development, however I have made some suggestions and the school should continue to put in place everything that is already proving to be so successful.



Assessment Report by IQM



My lasting impression of Wilbury Primary School can be summarised by the Head Teacher's inspiring view that 'Children come in with a lot of different challenges, what we have to do is constantly change in order to match their needs ... This year, next year, three years' time - thinking what the possibilities are and not wasting opportunities. It's making an impact on children's lives'.

Assessor:

Date: 6th July 2011