



# Inclusion Quality Mark (UK) Ltd

21<sup>st</sup> May 2015

Mr A Hill  
Head teacher  
Walton le Dale Arts College and High School  
Brindle Road  
Preston  
Lancashire  
PR5 6RN

Dear Mr Hill

**Flagship Review Date: 13<sup>th</sup> May 2015**

Further to your recent Flagship review I can confirm your school's on-going IQM Flagship status. Please find below your report for your information. Your school will be reviewed again in 12 months' time.

We are very keen to share good practice with other schools and would ask that if you have any resources/videos/photographs/case studies etc. showing inclusion in practice in your school please forward these to us for use on our website.

If you have any questions at all, or if we can be of any help, please do not hesitate to contact us.

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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



## Flagship Assessment Report



**School: Walton le Dale Arts College and High School, Preston**

**Head teacher: Mr A Hill**

**Flagship Review Date: 13<sup>th</sup> May 2015**

**Assessor: Frank Havard**

### **School Context:-**

The school mission statement 'Learning for Life' demonstrates that the school is concerned with developing the whole child. It recognises the uniqueness of every child and seeks to support and challenge them as individuals. We ask that everyone is treated with respect and that everyone is given the opportunity to be successful. The mission statement is translated into the 'Walton le Dale Values' which gives the basis for what we do, our ambitions for our youngsters, and how we relate to each other.

- The school is centred on strong relationships amongst all stakeholders and which are used to support and challenge our youngsters to achieve their best and work for each other. Feedback from one parent during a recent open evening illustrates our child centred ethos. When the parent asked a student about the school, the student responded that we are not a school, we are a community. This is a perceptive comment of what we are aspiring to; it is a small friendly school in which we seek to put the student at the centre of everything we do. However, we do not want good relationships to be at the expense of high standards.
- In April 2008 the school opened a phase 2 Children's Centre which serves the local area.
- We achieved the Inclusion Quality Mark in 2008, re-awarded with this standard in spring 2011 and given Flagship status in 2014. The school has also received the ICT Mark for the second time in 2014.
- The local area has faced significant falling rolls and in 2009 the school roll had fallen to 545 students. Since then the school has increased its roll, having risen to about 635, a trend which seems to be continuing, despite falling rolls still being an issue in the area. In September 2015 the roll will be approximately 660.

- The student population is mainly white, although this is slowly changing, with non W-BRI now being 10%. Very few are in the early stages of language acquisition.
- The percentage of students on Pupil Premium is higher than the national average, approximately 33%, with variations across year groups (2014-15 Year 8 is nearly 40%). Levels of deprivation are similar to those nationally, although this hides higher levels of deprivation in respect of health, housing and the educational background of parents.
- For September 2014 all year groups arrive below average against national averages, with Y10 and below significantly below national averages. In general the school the percentage of high ability students is half the percentage of high ability students nationally. The school has 50% more low ability students than average, with the exception of the 2014-15 Y11 cohort.
- There is a significant difference between the prior attainment of Pupil Premium students and other students on entry to the school. This amounts to a gap of 10% in KS2 mean scores for both English and Maths.
- The school has a much higher proportion of SEN students than nationally – i.e. those at SA+ and with statements. One third of statemented students are ASD students, with two thirds of SA+ students also being statemented. There are 4 CLA children in school.
- There are high levels of mobility, with the school being a net receiver of students; the school has 50% more students arriving late than the Lancashire average.
- There are 89 staff in school, 6 of which are not white British, 52 of these are teaching staff, including the Headteacher (49fte). Just over half of the teaching staff are on the upper pay range. The number of part-time teachers is low (currently 2).
- The school employs 3 cover supervisors and makes little use of supply teachers. When not needed for cover the staff support students in classes, as an addition to the timetabled support provided by teaching assistants.
- Staff turnover is generally low, having previously gone through a period of change. However, new staff have joined the school through growth and retirements in 2014, leading to 6 new teachers overall.
- Teaching staff almost exclusively teach in their specialist areas, although our KS3 ‘Opening Minds’ programme is taught by a range of experienced teachers who have had additional training.



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- There are 25 one hour teaching periods per week for each key stage, operating over a 2 week timetable.
- From September 2015 English will have 4 periods per week, Maths 3 and Science 3 lessons.
- In KS4 English and Maths operate on 4 lessons per week whilst Science has 5 (6 for triple Science students).
- Students are put into broad sets in the core subjects in Y7. For the rest of KS3 students are put into 2 ability bands and set accordingly in the core subjects as well as French, ICT and PE. Students are taught in mixed ability groups in the humanities, technology and art subjects.
- In KS4 students continue to be set in the core subjects, whilst this may occur in options when there is more than one group timetabled for an option subject.
- At KS4 students chose options from a wide choice, including a small number of vocational subjects. This is a free choice but time is spent with individual students ensuring that the choices are appropriate. A small group of students may attend courses out of school on an individual needs basis, with animal care at Myerscough College being the most common destination.
- There is an extensive programme of extra-curricular activities at the school. Enrichment Days provide opportunities to engage students in programmes relating to careers and personal and social education, for example. After school there are many clubs related to sport, the arts, ICT etc. These also operate at lunchtime and even break time.

Criteria	Target Descriptor	Progress commentary
FS1	<p><b>Demonstrable plans</b> to sustain and develop inclusive internal practice.</p> <p>To prepare for Dyslexia Friendly School.</p> <p>To apply for Fair Trade Status due to our work with feeder primary schools on Fair Trade activities and promote Fair Trade in school by opening a Fair trade shop and encourage the school kitchen to use and sell Fair Trade products.</p>	<p>To begin an action plan for collecting evidence to support acknowledgement of a Dyslexia Friendly school.</p> <p>The school has identified milestones for collecting evidence for the Dyslexia Friendly School status and INSET has been given to staff regarding accessibility for students with dyslexic tendencies.</p> <p>An action plan has been developed with timings and a folder has been opened in the school network ‘Staff Only’ where documents with suggestions etc for accessibility and understanding Dyslexia are put. Students have been identified for collection of evidence.</p> <p>Parents stated that they were very supportive of the school’s move towards Dyslexia Friendly status and believed that this development would benefit all stakeholders.</p> <p>Contacts have been made with the local Sainsbury’s store which will help to source foods that can be sold in school.</p> <p>The school kitchen already use and sell Fair Trade products but an audit is to be carried out and encouragement given to increase the Fair Trade element of its provision.</p> <p>Fair Trade is included in both the Food Technology. The Opening Minds curriculum plans to have a Fair Trade Week in school to coincide nationally are being made where products</p>

		<p>will be on sale each day and encourage other departments to include aspects of Fair Trade in their curriculum and teaching during that week.</p> <p>The school has a vibrant Amnesty International student group which spoke knowledgably and passionately about several local, national and international issues.</p>
<p>FS2</p>	<p><b>Mechanisms to disseminate</b> and share good practice across schools.</p> <p>To further develop the links with local special schools with a view to having at least one student in September who is on a dual role.</p> <p>To develop our ‘Local/School Offer’ which ensures inclusion is at the heart of the ethos of Walton le Dale Arts College and High School.</p> <p>The school is a lead practitioner in its use of IRIS Connect.</p>	<p>Links are already being made within departments for children from 3 special schools to attend throughout the school year with a view to taking GCSE/BTEC subjects.</p> <p>Walton le Dale has strong partnership with two Special Schools. The partnership shares students for both curriculum and social activities.</p> <p>In addition there are very strong professional development links and shared practice between Walton le Dale, The Coppice and Moorhey Special Schools</p> <p>This new requirement is fully in place</p> <p>The school’s position is a leading practitioner as a user of IRIS Connect. This demonstrates excellent use of this technology to share best practice and to raise the standard of teaching and learning both within the school and to support others new to the technology or who are considering its use.</p> <p>The school is used regularly to share its use of IRIS Connect. It forms an essential element of the school’s practice and demonstrates the professional trust shared between all who work at Walton le Dale High School.</p>

<p>FS3</p>	<p><b>Classroom</b> activities that explores inclusive practice.</p> <p>To ensure that whole staff CPD continues with inclusion matters high on the agenda.</p> <p>To provide for a roofed seating area covering the quad between the French and English rooms in D Block to improve the quality of provision for students during lunchtime</p> <p>To provide a Multi-use Games area (MUGA) which would improve sports facilities for all, including community,</p>	<p>Inclusion is a cornerstone of CPD at Walton le Dale. The school is currently developing its provision for those students who are ‘new to English’. The school uses its own specialist staff and welcomes support from the LA and other organisations to develop best practice.</p> <p>Working Memory, Autistic Tendencies, Stress Management, Attachment Issues have all been delivered to staff through the CPD programme.</p> <p>A new addition for this year is the school’s provision of a Nurture Group which supports a small number of students who have additional social and behavioural needs. This provision adds strategic support, is well planned and focused so as to provide maximum intervention with minimal disruption to the students’ core provision. Students interview spoke positively about the provision and how it had improved their work, motivation, organisational skills and relationships with others.</p> <p>The canopy work has been successfully completed. Students now have access to a covered seated area at lunchtime and break. This has proved to be very popular with students who can now buy hot and cold lunches, ensuring that lunches are served quickly and efficiently.</p> <p>Funding has been secured and the school is working with its community to maximise the positive outcomes for the school, its stakeholders and the wider community. The project is awaiting planning consent.</p> <p>The school has carried out an audit as part of the successful bid for the ICT Quality Mark.</p>
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<p>partner special / primary schools and our Children’s Centre.</p> <p>To investigate ICT provision in and out of school, including internet access, availability of tablets and other devices.</p> <p>To further develop awards evening to include more categories and develop more reasons to celebrate success.</p> <p>To continue to develop the ethos of ‘it’s good to succeed’</p> <p>To continue to enrich the curriculum – develop enrichment activities, trips etc</p> <p>To continue to ensure that all students have a full access to a relevant curriculum (formal and informal) with regard to subject options – currently students have an open choice – this can cause issues for the person responsible for the timetable but we believe it is in the best interests of the students</p>	<p>This target is ongoing as the school investigates the most effective way in which to maximise the benefits of its enhanced provision.</p> <p>Success is celebrated at all levels in school with attendance awards, academic awards, stickers to acknowledge high achievement, postcards home, work displayed in school, outside agencies. Praise, celebration and encouragement are essential elements of Walton le Dale’s practice.</p> <p>The school has a strong ethos of, ‘It is good to succeed’ and is continually looking for opportunities to celebrate success. Students’ work is photographed, displayed and put on the website and postcards are sent home by the head teacher. The school held a very successful conference in which it focussed on developing and maintaining ‘an ethos’.</p> <p>The school continues to develop partnerships which enhance the schools ethos, the most recent being with the international company ao.com.</p> <p>A team of staff have accessed training for D of E and the first Year 9/10 cohorts have expeditions planned for the summer term. Students are also involved in a range of volunteering activities to support this. Trips have been organised to Poland, Holland and Rome. The school is fully committed to developing the whole child and supports those who face financial barriers to access the full provision.</p> <p>Walton le Dale continues barrier-free choice option choices for Key Stage 4.</p>
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	<p>To further links between our students and those of local special schools</p> <p>To further raise attainment and progress is predicted to rise further in the short and medium term supported by the ongoing commitment to developing learning and teaching in the school.</p> <p>To continue to look at the reward system to ensure it is kept fresh and motivational in the eyes of students</p> <p>To continue to include the Governing Body in all aspects of school life.</p>	<p>Students from local special schools to continue to access mainstream classes along with their peers in subject areas – currently Science, Technology, Art and ICT.</p> <p>The school is constant and vigilant in its monitoring and reviewing processes. Recent tracking data shows improved progress figures and intervention strategies are timely and effective.</p> <p>IRIS Connect is an integral element of the school’s professional development strategy. Staff work together in trios to triangular support and to ensure quality assurance. CPD is cross-curricular and shares best teaching and learning practices across the full range of curricular provision.</p> <p>The school constantly reviews it rewards policies and strategies. Students reported that they found the rewards system appropriate, consistent and motivational.</p> <p>Walton le Dale has a team of high quality Governors that hold the school to account, are well trained and are actively involved in both strategic management and in day to day</p>
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		support for the school. The Chair of Governors spoke with passion about his role in the schools, the commitment of his fellow governors and the future plans for the school.
FS4	<p><b>Evaluative activities</b> to determine impact of initiatives.</p> <p>Evaluation of Pupil Premium students.</p>	<p>The school is rigorous in its evaluation of the progress (overall and comparative) of students who are included in the Pupil Premium provision.</p> <p>Students are carefully tracked and each initiative, for example ‘away days’ and intervention strategies, is reviewed and the impact evaluated. The school works with the students, their parents/carers and with specialist support staff to ensure that wrap around care and support is focussed to ensure maximum effectiveness.</p>
FS5	<p><b>Writing up</b> findings, publication opportunities, pieces for the IQM website to share with other schools sharing.</p> <p>Walton le Dale is a school which knows itself well. It is a data-rich school which, by benefit of its smaller than average size, knows its students well.</p>	<p>The school has several inclusion activities which are worthy of being shared with schools locally, nationally and internationally. It is now, for the first time in many years, oversubscribed. It is now ready to develop its sharing of best practice on a larger stage and IQM would welcome the sharing of outcomes from some of these initiatives on the IQM website. Of particular interest is the school’s use of IRIS Connect and its impact upon inclusive activities and the teaching and support of students with additional needs.</p>
FS6	<p><b>Networking</b></p> <p>To continue to work with the wider professional community in order to</p>	<p>Walton le Dale works hard to ensure that the local community is aware of what it does as a school and how it can use the expertise in school for mutual benefit. The school continues to share its specialist staff and works with local primary schools to share</p>

	<p>share best practice locally, nationally and internationally.</p>	<p>expertise, use of resources and facilities at Walton le Dale that will of mutual benefit all. Examples include the use of football and sports facilities by local community, making available expertise in areas of both pastoral and curriculum to support both staff and students outside school and to encourage participation of the local community in our social events – Christmas Fair, Open Learning Day etc.</p> <p>The specialist staff are committed to the sharing expertise with feeder primary schools. One recent project is to plan a visit to China which will include both students from Walton le Dale and pupils from a local, partner primary school.</p> <p>The staff from Walton le Dale work extensively in primary schools delivering a wide range of subjects to support the primary curriculum.</p> <p>The school is in the early stages of developing international links between itself and other schools using its extensive international experiences.</p> <p>The school’s leading edge experience in its use of IRIS will enhance its opportunities in sharing best professional practice with partner schools, wherever they may be in the world.</p>
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**Sources of Data:-**

Detailed discussions with the Chair of Governors, Head teacher, Deputy Headteacher, Assistant Headteachers, Inclusion Manager/SENCo, parents and many other key members of staff, an evaluation of the progress and impact of IQM Flagship Action Plan a tour of the school, discussions with pupils and documentary scrutiny.



## Flagship Assessment Report



### **Recommendation:-**

Having discussed and agreed the targets cited below, I am of the opinion that the school should be re-awarded Flagship status. The standard of outstanding educational practice seen at Walton le Dale High School does, in my judgement, warrant the school retaining IQM Flagship Status for the coming year.

Assessor: Frank Havard

Date: 21<sup>st</sup> May 2015