

One Day Review

Holy Trinity Primary School

14th October 2024

Names of reviewer: Helen McNulty

School Staff seen: Laura Hall, EHT, Keeley McCleave HT, Jess Dillon, SENDCo

Review Focus Areas:

- SEND Teaching for all pupils
- Standalone interventions for pupils
- Use of the physical space

Activities Undertaken During the Review:

- Meeting with leaders, pupils and staff
- Learning walk
- Discussion with SEN Governor
- Paperwork review with SENDCo

School Context

Holy Trinity NW3 is a school with inclusion at its heart. The pupils were able to talk about the school's values, the current one being 'Significance' – they referred to themselves as significant and said that people can be 'different and significant'. The staff at the school, including support staff, stay because they are valued and supported in their professional development. Staff know and have respect for the pupils and their families.

As a school with high rates of social care involvement and complex needs in their SEND pupil cohort, senior leaders have relentlessly driven the inclusion agenda. Curriculum leaders, teachers and support staff all said that is their job to know what each child in the class needs and to work as a team to provide it. Teachers regularly dedicate their individual targeted support to SEND pupils in class, working with support staff to meet the wider class needs. The adaptive planning witnessed in each class meant that every child was able to approach the task most suited to their learning style and cognitive ability. The stand-alone interventions provided for pupils requiring a different curriculum offer are well-researched throughout and closely monitored for impact. The school finds a way for each of their pupils to succeed. It is important to note that all this work is done in the context of a physically inaccessible school site. The building works that have been completed since the Executive Headteacher was initially in post as Headteacher have made the school vastly more accessible and supported teachers to deliver better to SEND pupils. Furthermore, the intervention spaces have been creatively designed to facilitate high-quality provision. Senior leaders have gone above and beyond to make the school physically, academically, socially and emotionally more inclusive.

General Behaviour & Pupil Attitudes

Pupils' behaviour and approach to learning were positive throughout the day. In one instance a SEND pupil was finding it hard to settle. The teaching team quickly changed the environment for the child to support their needs with no negative impact on the pupil or their peers. Pupils are supported to take movement breaks and rests where appropriate hence when they are in class, they are ready to learn and are active participants. Each teaching space had adaptations in delivery as required for individual pupils, whether this was access to concrete resources as part of the universal provision or reward charts and strategies such as timers for targeted delivery. The pupils in the classes know that some pupils need different resources and/or support than others and accept this as a part of learning for all. Teachers reported that in many incidences when a SEND pupil is having a particularly challenging day, the other pupils are mindful, supportive and, if necessary, will carry on with their learning independently to allow the teacher to provide the intensive care the pupil needs.

Review Focus Area:

SEND Provision Health Check

Inclusion and SEND practice are central when the leadership teams design and develop their priorities. Both the EHT and HoS are ex-SENDCos and have supported a class teacher into the role of SENDCo and onto the senior leadership team. The SEN Governor is an educator with experience in SEND provision.

The school's ethos of valuing the uniqueness of every child is acted out throughout the functions of the school. The curriculum leads work closely with class teachers and the SENDCo to ensure implementation works across the board. The school's systems and processing for planning the curriculum for SEND pupils is comprehensive. The teachers said it was 'their job' to plan for all pupils in their class, the curriculum leads reported that it was 'their responsibility' to plan the curriculum for all pupils including specific curriculum SEND interventions and the teaching teams (teachers and teaching assistants) explained that they would change and adapt their planning in the moment based on the pupils needs at that time. Teachers and teaching assistants provided targeted support to individuals and groups of pupils who required it during independent work. This could result in one pupil receiving individual support for the whole lesson. This one-to-one support is not an example of a 'Velcro TA'; it is because the class teacher has planned the lesson effectively for all pupils hence for some lessons the best use of the teaching assistant is to give one pupil intensive tuition to ensure they are able to access the wider curriculum. Teaching assistants are deployed as targeted support and are willing and able to reduce and stretch the task with instant support from the teacher. Furthermore, the teaching teams know which pupils they have the greatest impact with which can mean a teacher is providing support to the SEND pupils whilst the teaching assistant is working with the top 20% attainers. The provision for pupils who require significantly different provision is planned and delivered by trained personnel with expert advice from specialists e.g. SaLT. Pupils do not spend time away from their class group unnecessarily with interventions designed with returning to class in mind. For instance, 'the morning mission' is both a settling/transition activity and a mini pre-teach for the day ahead. Where possible the intervention content marries with the class content, but when it is not suitable distinct content will be designed (with the curriculum leads advice).

The school is keen to explore how they could ensure the learning resources are chosen to maximise learning and reduce cognitive load. Throughout the school the learning walls are well used with resources and learning aids accessible. The school's ethos is clear in all classrooms. It was discussed that less text may be appropriate in some classes. When comparing the books of high attainers, middle attainers and SEND pupils, differentiation and adaptive planning were present. Pupils' written answers matched expectations for the three groups in quality, quantity and cognitive ability. The lesson plans used in conjunction with the books show how the teacher adapts the learning for groups and individual learners as appropriate. Attendance and attainment for SEND learners is robust, the attendance of pupils with EHCPs this term is 100%. The SENDCo has a dynamic one-page SEND data summary which is used to gauge impact and design provision in weekly meetings. The school uses provision mapping effectively with teaching staff able to input and garner information. A brief review of a pupil's paperwork reflected what was witnessed in class.

Holy Trinity Primary School is an inclusive school where pupils are celebrated for their uniqueness and able to fulfil their potential with a high-quality planned and adapted curriculum.

Strengths:

- Outcomes for SEND pupils are fundamental to the whole school design, development and review procedures
- The high-quality SEND practice within the school is a result of having a highly experienced in SEND Leadership Team who are relentless in their drive to be inclusive
- SEND pupils know they are 'significant' and that teachers plan and adapt the curriculum well for them, they are confident that when they have a problem with their learning the school will resolve it
- Curriculum leaders take the lead on designing a curriculum for SEND pupils either in the classroom or in standalone interventions
- Teachers' ability to plan and deliver for a wider range of needs in their classroom
- High-quality stand-alone interventions delivered by experienced and appropriately trained teaching assistants

Overall recommendations from the review

- The provision at Holy Trinity School is extremely strong, the school is proud of its achievements. At times staff and governors were unnecessarily modest in sharing the how effective the ethos of inclusion is and how this approach increases the outcomes for SEND pupils
- Create opportunities for senior and middle leaders from the school to share their expertise and practice across the other two schools.
- To continue to forensically monitor the cognitive load for pupils who are accessing interventions as well as mainstream provision. i.e. using the same vocab, images/pictures and physical resources in discreet and mainstream teaching, where appropriate.
- Review the images/pictures, physical resources and learning walls in the identified classroom to determine whether they are precise for the learning intention, again to reduce cognitive load for pupils and to provide the greatest learning impact.