



7th October 2019

Mrs Julia Thomas-Haigh
Headteacher
Ysgol Heulfan
Sunnyview
Gwersyllt
Wrexham
LL11 4HS

Flagship Review Date: 2nd October 2019

Summary

Ysgol Heulfan is a larger than average school in Gwersyllt, Wrexham. At the time of the review there were 379 pupils on roll, aged between 3 and 11 years. There are 15 classes in the school which includes a specialist resource base for pupils with additional learning needs. Attendance stood at 95.5% at the time of the review. The school in my opinion succeeds in giving their pupils the best education possible and a superb level of care, nurture and support so that they learn well and are happy in school. This has been achieved over time through its superb commitment to providing such a highly inclusive teaching and learning environment for all pupils and staff. It is a superbly inclusive enjoyable, friendly place for all to come to work and learn. Everyone involved with the school believes in and works hard on a daily basis with the pupils to ensure it happens. This is truly a school where every pupil really does matter and is valued for who they are and what they may become in the future. This is a fact I can attest to from the evidence of the review and from discussions with stakeholders.

Everyone involved at Ysgol Heulfan is committed to providing the very highest standard of teaching and learning experiences which not only develop the pupil's knowledge and skills but foster an enjoyment of learning as well. Holding at the very forefront its ethos and its superb commitment to providing a highly inclusive teaching and learning environment for all pupils. This is reinforced by their mission to inspire generations of children in the best nurturing and stimulating environment, that is very clearly demonstrated in their stated aim: 'Working together to be the best we can be.' An absolutely superbly inclusive statement that every member of staff involved with the school believes in. As the Headteacher states very clearly in her welcome on the school website, 'Our main aim is to provide a caring, friendly and stimulating environment where each child is treated as an individual and actively encouraged to do the best that he/she can, socially, morally and academically. For this to occur there must be a true partnership between teachers, parents and pupils. The school belongs to all of us.' A sentiment and statement that I fully concur with from the evidence of this review. This superbly caring, inclusive environment ensures each pupil receives the very best education possible, delivered by highly dedicated staff. Encapsulated by a clear belief that every pupil is entitled to experience as many opportunities as possible in order to

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

broaden life experience, develop confidence and self-esteem; allowing each pupil to find what is unique about them and to capitalise upon it, whilst easing through areas of challenge. In terms of inclusion Ysgol Heulfan is a superb place to be educated or work at in every sense. This was seen in all interactions between staff and pupils; between pupils and between staff; from discussions with all stakeholders and from evidence provided during the review.

A school that is very keen to continue to be at the heart of its community and meet the needs of its changing population of pupils, parents and families as a truly inclusive community school, supporting not only their pupils, but their parents and their families. Inclusion is a natural part of the very fabric of the school and a place where superb levels of care, nurture and support seem to naturally occur, but is the result of the dedication of the staff and Governors.

It is a calm, yet stimulating, vibrant learning environment, contained but not bounded by its superb learning environment that focuses on helping children to develop the skills, they need to be active participants in their community and in society. The school environment is superb and is full of vibrant carefully thought out and prepared displays that celebrates what the school does best, valuing everyone and including all children in the life of the school, an example of this seen during a tour of the school is the displays of the 'Super Learning Days' that the school introduced in recent years. As a previous assessment stated the school's learning environment is simply spectacular. Every aspect of the interior, every nook and cranny, is seen as a valuable space to aid the learning process, with a considered purpose to all displays. Exemplified in the 'Learning Zones' in the KS2 area of the school. These large-scale interactive areas that incorporate displays, challenges for learners and celebration of quality children's work are highly effective in engaging learners. During a conversation with pupils it was clear to see from their enthusiastic discussion that they appreciate the opportunities provided by learning zones to learn independently from the classroom and teacher. Although they were keen to point out that while they can be used on an individual basis they are also used for group and teamwork.

As with the previous IQM reviews it is clear to see that the school's actions to care for and nurture pupils in my judgement is superb. The staff at the school are clearly aspirational for all who are lucky enough to be educated at the school. The staff at Ysgol Heulfan 'know their pupils' exceptionally well. Every member of staff from the Headteacher down has a fantastic understanding of and know all about the pupils in their care and the pride they show in their pupils and their achievements shone out in every conversation and in the way they spoke about them during the review, it was very humbling and inspirational to hear them talking about their school and their pupils. Everyone involved at Ysgol Heulfan should be extremely proud of what they achieve on a daily basis.

There is an exceptional work ethic and ethos at Ysgol Heulfan that drives all work undertaken in the school, encompassing the very best teaching and learning and aspirations for their pupils and families coupled with a relentless determination and drive for all to succeed. Pupils observed during the review in classes, at play and during lunch were extremely well behaved and there were superb positive and supportive

interactions seen between pupils, staff and between pupils and staff. Pupils through a variety of different opportunities have a very strong voice. The behaviour and safety of pupils seen during this review was exemplary. Everyone involved with the school should be immensely proud of the way they conduct themselves around the school. Pupils through a variety of different opportunities have a strong pupil voice. Parents are well informed of their children's progress and what they can do to support the school and their child's development. As with previous IQM reviews this partnership is a very real and key strength of the school.

During the review process I talked to a variety of staff, pupils and governors. Discussions were extremely positive, and they highlighted the fact that the school was naturally a superbly inclusive setting. Empathetic staff clearly understand the needs of the pupil's and the needs of their colleagues. It was very clear that there are 'no barriers and no outsiders' at Ysgol Heulfan. All staff have a clear purpose and are actively engaged with and enjoy working with the children at the school. This enthusiasm is mirrored by the pupils and shows that this is a superb environment to learn and work in.

In summary it was a real pleasure to visit Ysgol Heulfan and see the progress that they have made since the last review and follow their ongoing inclusion journey. This is a superb setting where every pupil and child no matter their ability or background really does matter. Everyone who works at the school is committed to providing the very highest standard of teaching, learning and social experiences developing the pupil's knowledge and skills for life alongside academic achievement. Thereby ensuring every pupil receives the very best care, nurture, support and education possible, delivered by extremely dedicated staff. There is a clear belief held by and enacted by all staff every day that each pupil is entitled to experience as many opportunities as possible in order to broaden life experience, develop confidence and self-esteem; allowing pupils to find what is unique about them and to capitalise upon it, whilst easing through areas of challenge. In terms of inclusion Ysgol Heulfan is a superb school in every sense. It is very clear to see that such fantastic care, nurture and support that are the foundations of inclusive practice and that are a natural part of the schools fabric and are enshrined in all elements of the IQM award are at the heart of everything that happens on a daily basis at the school. Everyone involved with the school pull together to realise the school's vision and understand that this is a superbly inclusive place to come to work and learn. Everyone should be commended for their superb efforts in making the school, such a special place.

Having completed a rigorous and thorough review of their Flagship research Plan for 2018 - 19 and having discussed and agreed the development of their Flagship research plan for 2019-20 and their involvement in and capacity to support and attend their Cluster Group meetings where they have attended all meetings so far. They clearly understand that their involvement will continue to form a significant part of their annual reviews. Therefore, I am of the opinion that Ysgol Heulfan remains a school with the Inclusion agenda at the very forefront of everything it provides for its pupils. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, pupils and the local community.

The school have proved their expertise over the years of IQM accreditation and I believe they have the drive and capacity to continue to be a Flagship School. I recommend, without reservation, that the school maintains Flagship status and is reviewed again in one year's time.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Centre of Excellence status.

Assessor: Steve Gill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data

Prior to the day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinise both hard and electronic information presented to me and I can confirm that the school's evaluation of progress continues to be extremely accurate. This included the school's most recent Estyn Report from February 2018, where they stated 'Ysgol Heulfan is an exceptionally caring and inclusive school. The Headteacher and senior leaders are highly effective and provide inspirational leadership.' Facts I concur with from the evidence of this review. As a result of their excellence they were invited to submit two case studies that would be disseminated to schools across Wales on the Estyn Website. The first represents the school's curriculum development in relation to their progress in self-evaluation, planning and preparation and realising change. While the second related to the re-assessed provision to support their pupils learning needs. A superb accolade for the school.

During the review I was able to access a wealth of information and documents prepared by the school staff and held meetings with the Headteacher, Assistant Headteacher, a variety of Staff, including teachers, support staff, pupils and governors in meetings and around the school during lessons and at social times. As part of the review process a discussion and evaluation of the progress and impact of the Flagship research Plan for 2018-19 was undertaken, along with documentary scrutiny and opportunities to discuss the ongoing Targeted Research Plan for 2019-2021 with a variety of stakeholders. This included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's continuing superb inclusive practice.

Targeted Flagship Research Plan Review 2018 – 19:-

The school has diligently implemented the Flagship Research Plan, agreed at the last review, 'How to develop quality feedback and feedforward with pupils.' They have provided a comprehensive summary of actions taken to meet the plan so far and the outcome of these actions, acknowledging that the plan will continue to evolve and form part of their ongoing Flagship research plan for 2019-20.

Flagship Status:-

After lengthy discussions, scrutiny of evidence and forward planning during the review and understanding that Ysgol Heulfan continues to diligently address all elements of the IQM award and having due understanding of the principle for Flagship status: 'An individual school can further its work in Inclusion through internal research activities.' I confirm that the school meets all of the criteria to continue to hold Flagship status and we have agreed the actions below for 2019-20.

Research Project:-

- Working together to prepare for the new curriculum.

Rationale:-



The school will continue its involvement with the Shirley Clarke Research Project. This will be achieved by:

- Further developing Growth Mindsets, Learning Powers and Bullseye Diagrams and ensuring that dissemination of said developments occur across the different departments within the school.
- Teachers and teaching assistants being released to engage in appropriate research activities, critical enquiry and pilot projects such as independent learning, marking for feedback/feedforward and the new curriculum.
- Through School to School collaboration and in-house collaboration, which will have a positive impact on pupil learning. Ensuring that the school will continue to focus on and continue to develop as a learning organisation.
- CPD and research-based study will have a positive impact on learning and pedagogy. As a result, teachers and the school will become even more self-leading, working collaboratively in advance of the realisation of the new curriculum.
- All of the above actions will be included in the SIP with pupils, parents and Governors being kept fully informed throughout.

Time Frame:-

- 2019 to 2020 and possibly beyond.

Outline of Intentions:-

To create time in school for practitioners to make the changes to practice they need to make in advance of the realisation of the new curriculum and to enable investment in practitioners' individual professional learning journeys and investment in collaboration. This will be achieved through the following:

- The release of teachers and teaching assistants in the engagement of research activities, critical enquiry and pilot projects (building on aspects introduced to date/the successful Inspection): independent learning, marking for feedback/feed forward, the new curriculum etc.
- The remuneration of teachers in supporting strategies to be implemented from being involved in the Shirley Clarke Research Project.
- The release time to enable teachers and teaching assistants to collaborate with each other, other schools and the Cluster to share ideas, learning and experiences.
- Release time for teachers to work in pairs/triads to pilot, plan, teach and evaluate together and The release time for teachers and TAs to engage in professional learning activities.

Expected Impact and Outcomes:-



IQM Flagship Review



Extended opportunities for pupils to be involved a range of activities and independent learning experiences building on the school's current practice and from their Estyn Inspection.

- Teacher feedback/feed forward to be effective across the school.
- Pupils to develop Growth Mindsets, Learning Powers and Bullseye Diagrams (Shirley Clarke) and for further dissemination to occur across the different departments in school.
- School to school collaboration and in-house collaboration will have a positive impact on pupil learning enabling teachers and school to become even more self-leading, working collaboratively in advance of the realisation of the new curriculum.
- The School will continue to develop as a learning organisation, where CPD and research-based study will have a positive impact on learning and pedagogy.

The School may wish to consider:-

- Updating their website to include information about the Governing Body appertaining to its members - who they are and their role within the school, reports and visits. They may also wish to include access to the Governor page on their school App or include a Governor Blog.

Assessor: Steve Gill

Flagship Review Date: 2nd October 2019