



23<sup>rd</sup> December 2019

Mr Kevin O'Neill  
Headteacher  
St. Colman's Primary School and All Saints' Nursery  
Monteith Road  
Annaclone  
Banbridge  
BT32 5LS

### **Flagship Review Date: 18<sup>th</sup> December 2019**

#### **Summary**

St. Colman's Primary School and All Saints Nursery Unit is an excellent example of Inclusion. As soon as you enter the school, the warm welcome entices you to want to learn more. Throughout the whole visit, the sense of enticement did not falter. This was reinforced by the happy staff and pupils who exuded genuine passion as well as respect for their school. There was a true sense of passion and purpose that cascaded down from the Head through to the Deputy and other Leaders as well as every single member of staff and pupils. The atmosphere in the school was an absolute joy and a privilege for any visitor to experience.

The Head provides clear direction for the staff. His vision of 'an inclusive, caring school where childhood and community are valued' permeates throughout where pupils are inspired to see learning as 'learning for life' and to have the opportunity to develop 'the personal qualities needed to succeed in a rapidly changing world.' Through working collaboratively together, the vision is achieved as the school travels on 'a continual journey of progress through partnership, leading to excellence.' To this end, leadership is distributed so that expertise, talent and skills are nurtured and developed amongst staff and Leaders in order to maintain high standards in education and to deliver a curriculum that is well planned to motivate and engage the pupils.

The strong sense of collaboration, belief and trust throughout the school's community prevails further afield with excellent links with other schools both locally and globally. Structures and processes ensure positive outcomes for all pupils in terms of their academic and personal development within an environment that can only be described as supportive, happy and aspirational for both staff and pupils.

The tour of the school was conducted by two very able tour guides from P7 who were both prefects and excellent advocates of the school. They were not only well-mannered but also very well informed and shared their knowledge of the school with what can only be described as 'happy and open demeanours.' They explained about the 12 school values which included 'tolerance, courage, kindness and thoughtfulness.' Values were discussed in class as well as in assemblies. They spoke about the importance of 'Anti

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#### **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](mailto:info@iqmaward.com)  
[www.iqmaward.com](http://www.iqmaward.com)

#### **Company Registration No.**

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

Bullying Week' and learning about the different types of bullying and pointed out the display that 'Change Starts with Us'. When questioned, they stated that bullying did not happen in their school and that staff helped if needed, to sort out any issues. They spoke of clubs to join such as 'Arts and Crafts, Coding, Board Games, Drama, Homework Club, Jiving, Cinema, Maths Club, Football, Stich and Sewing.' There is also a 'Breakfast Club and After School Club.

In P7, they took their roles as prefects extremely seriously and had jobs of responsibility which changed each term so that they were distributed fairly. They gave examples of 'delivering the milk, wiping tables after lunch, counting the 'House coins'' as part of the Reward System. The Reward System was very much valued by the pupils. The four Houses represent the four provinces of Northern Ireland namely 'Connacht, Ulster, Munster and Leinster.' All pupils are allocated into a House. The prefects explained that pupils earn coins for their House for such deeds as 'good behaviour, having a sensible attitude, producing quality work, putting in a lot of effort.' They explained that at the end of each half-term the coins are counted and the House with the most coins wins a prize. The House coin display was at the entrance to the school and was significant for all to see and was extremely valued by the pupils. They also explained that Friday Assemblies were 'Gold Sticker Assemblies' awarded to a pupil chosen by the teacher of each class for 'working hard'. Attendance was also rewarded with a display showing the best attendance of each class. 'Golden Time Afternoon' was awarded to the class with the best attendance.

As we toured around the school, the pupils stated that 'learning was really fun.' They explained that they were taught Literacy and Numeracy every day to ensure they improve their knowledge, skills and understanding which supports other parts of the curriculum. They also liked other subjects such as Science, Geography, History through the topic the 'World Around Us' as well as PDMU (Personal Development and Mutual Understanding), Spanish, ICT, Music, Art, PE and RE (Grow in Love). They explained that the term was 'very busy' as pupils 'had been excited with getting ready' for the P1-P4 classes performance in a Nativity Play and the P5-P7 pupils performing in a Carol Service.

Throughout the guided tour, all pupils in each class were focussed and engaged in their learning. As we meandered around the school, P5 were fully engaged in Maths, some pupils in P1 were making use of the Art and Craft room and fully engaged in purposeful play with playdough, whilst the rest of P1 were fully engaged in different activities to reinforce literacy skills including 'Alphabet Lotto' and guided reading. P2 were dancing, participating in their morning well-being fitness and having fun. P6 were fully engaged and developing their knowledge skills and understanding of ICT through PicCollage. The images they were creating were inspired by the artist 'Romero Britto' using vibrant colours and bold patterns as a visual expression of their faces. P3 greeted you with a display stating 'We are a Rainbow of Endless Possibilities' and had recently made and iced gingerbread men for Christmas whilst P4 had been focussing on Christmas craft with snowmen. Lastly, P7 were fully engaged in quiz which focussed on developing their knowledge of Christmas and at the same time, their collaborative skills in being part of a team. The Nursery was a hype of activity with children engaged in numerous activities in the specially designed 'Christmas Play Areas.' The pupils had recently made wonderful individual pieces of Christmas Artwork of a reindeer out of their footprint.

The prefects pointed out the new sensory room that is in the process of being set up for all pupils to use. The Intervention room for pupils in P2-P7 to reinforce Maths and English was a light airy room. Pupils who are identified are given extra support to reinforce learning in the classroom so that they feel confident to achieve.

Classes were a 'hub of activity' with well organised lessons to develop the pupils' knowledge, skills and understanding in the areas being focussed upon as the end of term drew near. Classrooms displays all supported learning in key areas such as Literacy and Numeracy as well as topic work. There was a wonderful display of the pupils' work outside P6 inspired by Romero Britto's work that linked to the ICT lesson observed. Growth Mindset displays encouraged the pupils to be positive. The 'Pupil Leadership Board' displaying Play Leaders, Digital Leaders, School Council, P7 Prefects, P7 House Captains emphasised the importance placed upon developing personal qualities outside of the classroom environment.

The outdoor environment had also been well planned out to keep the pupils safe as well as for their enjoyment. The MUGA (Multi Use Games Areas) for outdoor games is used in PE lessons as well as the indoor fully equipped Gym. At the beginning of the school day, pupils who had been identified were participating in sensory circuits to energise and settle them into the school day. This is to focus concentration in readiness for the day's learning. It takes place three mornings a week for twenty minutes. The pupils observed were fully engaged and motivated to participate in the activity set using gross motor skills.

The P7 tour guides, the pupils in the Pupil Leadership Presentation as well as those observed and spoken to in the classrooms were a credit to the Head, Leaders and staff. They were not only naturally polite, respectful but were also what can only be described as 'happy learners' learning in a very safe and caring environment.

The environment was exceptional in extending the pupils' horizons beyond the school and into the local and global community so that 'Progress through Partnership, Leading to Excellence' prevailed throughout. The pupils were confident, empathetic, friendly as well as emotionally intelligent. They were accepting of diversity within their school. In addition to this, they were given exceptional opportunities to learn not only within the boundaries of their reality but also through the enriched curriculum content that gave them a window into endless opportunities and choice. This allows them to develop their own knowledge, skills and understanding on a wider global scale.

The parents spoken to during the visit could not speak highly enough of the school. Speaking about their own children, they stated 'As they have journeyed through the school, every member of staff has been instrumental in instilling values and attributes we recognise in our children today.' They also stated that 'Since 2012, there is 'year on year change for the better' and that the school's 'inclusive nature permeates at every level and every endeavour' and that its 'values are bigger than the school.'

It was clear that the parents were extremely happy with the education their respective children were receiving. They were extremely well informed and felt part of the school community. They stated that in Nursery and P1, they were taught how to teach phonics to their children and were kept informed with the use of the 'Learning Book' where

feedback is written. They felt there is an 'Open Door Policy' and that progress meetings take place regularly. They felt the end of P6 'Talk to Parents' is very well received and the Head explains the different 'routes' for the next step in their child's education after P7. The parents stated that 'the school is inclusive for both parents and pupils regardless of backgrounds and levels of academic attainment'. It was inspirational to witness a true sense of trust between the parents and the school.

The 'Shared Education Project' (SEP) has been carefully planned out and co-ordinated with Fairhill Primary School sharing expertise of the teaching staff. The P1 teacher explained the exceptional amount of planning that had gone into the two schools working together to extend the pupils' horizons and to work with different pupils as well as having the opportunity to visit another school environment removing barriers and enriching the pupils' learning experience. Significant strides have been made since the project began three years ago. The school is hoping to move to the final 'embedding' stage at the next inspection having been inspected in November 2016 by the ETI which resulted in the collaboration to be deemed to be in the 'expanding stage' one year ahead of schedule.

Pupils from Nursery to P7 are involved in the SEP. This year, all the pupils will collaborate and learn about diversity and inclusion through a range of activity-based learning activities in their respective year groups. The past topic 'Winter' developed a carousel of activities to include Art-drawings in charcoal and chalk inspired by Van Gogh's 'Winter Garden', STEM - the properties of ice and Drama - Aesop's fables of 'The North Wind and The Sun.' Termly meetings take place between the staff at the respective schools to plan the project. Weekly meetings take place within school to assess the impact of SEP on the pupils' progress. Questionnaires have been used to ascertain the views of parents, staff and pupils regarding the impact of the SEP. The results are reviewed and taken into account when planning for the next year. In discussion with the P1 teacher who is the SEP Leader, she feels the project is a success as it creates cross sector collaborations as part of the enhanced curriculum and an integral part of school life for all pupils. It also addresses the pupils' personal development as well as the staff's development in sharing of expertise and ideas between schools, one example given was the introduction of 'Wellie and Waterproof Wednesdays' to St Colman's aimed at P1 and four pupils picked weekly from P4-P7. Parents are involved through providing resources that have been asked for so that learning outdoors can begin. A letter to parents explaining 'playfulness using natural materials in the great outdoors; while enhancing thinking skills and personal capabilities and strengthening collaboration with older peers' has ensured everyone is involved.

Growth Mindset is being fully embedded into the school. The experienced P3 teacher and along with the experienced TA have been developing the work of Carol Dweck on 'Growth Mindset'. Since September 2019, it has been embedded into the school with a variety of activities including parent presentations, letters home, P7 having a workshop on 'Dealing with Pressure', whole school Assemblies, displays and praise including the 'Star of the Week Awards' for those displaying a growth mindset attitude towards their work. The visual image of 'The Learning Pit' has been discussed with pupils to help them to understand natural feelings towards challenging situations and how to find strategies to address them to succeed and not give up.

The school are trialling the online resource 'Wordshark' for those pupils struggling with spelling and reading. It brings an element of carefully structured games for positive results. The TA stated that 'the games are fun' and that those targeted pupils are enjoying learning more with improved results and confidence in the weekly spelling tests.

It was clear during the discussion that the staff are passionate about Growth Mindset and have a clear vision to develop this along with the work of the SENCO. 'Relax Kids' has been developed to help pupils become resilient and to give them tools and techniques to manage their emotional and mental health. It was explained that during the 'Relax Kids' lessons, pupils experience a seven-step programme-movement, games, stretching exercises, massage, breathing exercises, positive affirmations and relaxation. The introduction of mindfulness also supports the well-being of the community with staff undertaking mental health training from 'Fresh Little Minds'. The school is preparing to celebrate on March 20th '**International Day of Happiness**'. The 2020's theme is 'Happier Together, focusing on what we have in common, rather than what divides us' which fits in with the whole ethos of St Colman's.

The 'effortless' smooth running of the school is a credit to the Head and the staff. The staff and pupils naturally display a sense of warmth, collaboration and mutual respect. There is an overriding sense that everyone knows and rises to the challenge of the expectations upon them and with the excellent support system, each pupil can achieve their very best. Along with the pupils, the inclusivity of the environment ensures the well-being of the staff is at the forefront of the Head's vision so that staff feel confident to deliver quality first teaching. The larger community is not forgotten and through the expertise developed within school, this is shared with the wider community including parents and other schools.

It is true to say that St Colman's Primary School and All Saint's Nursery is a Flagship School for inclusive practice. It provides a positive, caring environment where mutually respectful relationships lie at the heart of the school's ethos. The environment blends itself to achieve and aspire to great things. The well thought out structures and processes inspire any pupil, member of staff or parent to be aspirational and to be able to develop the confidence and resilience to move onto the next steps in their learning journey.

Touching words in a letter from a parent sum up the school, 'Not only have our children achieved academic goals but more importantly, this little country school has provided them with a safe and supportive environment to grow and develop into the little people they are today.'

The Head and Leaders' positive and growth mindsets towards their leadership roles means that there is true sense of purpose, passion and drive to continue to improve. They have successfully created an inclusive environment with the deepest regard for all.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reviewed in 12 months' time.

**Assessor: Anne Spencer**

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



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



## Flagship Project

The Flagship project is an exciting part of the School Development Plan. The title of the project is: **Using ICT to Promote Whole School Development**

## Background

The School has developed links with the University of Denmark over the last two years. Third Year B'Ed students from the University visited and taught the pupils Danish playground games and discussed forms of language and communication. Through the 'Schools for Health in Europe Network Foundation' (SHE) (where one of the senior lecturers from the University is also a consultant) the Leaders in partnership with SHE created a healthy and supporting environment. SHE recommended six components that are important to ensure positive health and well-being. These include:

- Healthy School policies are clearly defined and adhered to.
- The School Physical Environment is attractive and appealing.
- The Social Environment including the quality of relationships amongst the whole community.
- Knowledge, Skills and Understanding towards health, well-being and its relevance and impact on academic attainment.
- Community links and collaboration.
- Health services that can work with the school to ensure health and well-being of pupils including those with additional needs.

Due to unforeseen circumstances amid the impact of Brexit, the school has expanded the Flagship Project to the use of ICT in the classrooms to develop the staff and pupil expertise as well as to continue relationships with the local and global communities. These include links with Fairhill Primary School, the local 'Young at Heart Group' and the British Council Global Education Programme for Schools Connecting Classrooms in Zambia and Kenya. This will ensure pupils and staff are prepared for the ever-changing digital world.

In discussion with the Head, the Deputy Head joined the school in 2019. In the meeting with the Deputy Head, it was clear that her knowledge, passion and sense of drive for ICT was immense. An ICT audit of staff expertise identified that although staff were confident in using a wide range of ICT skills, they could develop more creativity in ICT use within the classroom to motivate and engage the pupils. The Deputy Head has therefore mapped out a three-year strategic plan for 2019-2021 with identified annual targets and an in-depth monthly calendar for each year. Using an inspirational quote 'If we teach students as we taught yesterday's, we rob them of tomorrow' she has inspired the staff to develop new skills. The Deputy Head applied and secured a two year partnership with AmMA which involves training and workshops to upskill the staff in the areas of Digital Storytelling, Presenting Film and Animation, Computational



## IQM Flagship Review



Thinking and Coding, Digital Art Music and Sound. 'Specific Tasks and Learning Outcomes' for ICT will be embedded firmly into planning across the curriculum. The 2019-2020 Action Plan clearly states the 'Objectives and Success Criteria' and next steps for the school in order to achieve its targets for the end of 2020 in the three-year plan. In speaking with the staff, they are excited about the developments and felt very well supported by the Deputy Head. The presentation in August 2019 delivered to the staff at the beginning of the ICT development journey was helpful as well as informative to identify the gaps in staff's knowledge as well as their skills sets. The training ensured that all staff were part of and were included in the strategic vision.

Suggestions through discussion with staff during the visit in the light of Growth Mindset and Mindfulness being embedded across the school:

- To research postcards home during school holidays for vulnerable pupils.
- To review the 'Thrive Approach' to support pupils with SEMH.
- To research the organisation Rainbows: <http://www.rainbowsgb.org/>.
- To read and evaluate the EEF Guidance on Behaviour.
- To read and evaluate EEF Guidance regarding Social and Emotional well-being in Primary Schools.

Books Recommended to read:

- 'My Hidden Chimp' By Professor Steve Peters.
- 'When the Adults Change, Everything Changes': Seismic Shifts in School Behaviour. By Paul Dix.

It was an inspirational and most enjoyable IQM Review Day. Thank you so much for the time given by all the Head, Leaders, staff and pupils and all the detailed preparation. A special thanks for the gold sticker and the delicious cakes.

**Assessor: Anne Spencer**

**Date of Review: 18<sup>th</sup> December 2019**