



Report on IQM Inclusive School Award



School Name: Ysgol Y Foryd

School Address: Morfa Avenue, Kinmel Bay, Conwy, LL18 5LE

Head/Principal: Nicola Rowlands

IQM Lead: Samantha Hogg

Assessment Date: 12th July 2022

Assessor: Sarah Linari

Sources of Evidence:

- IQM Self Evaluation Report
- National data and performance tables
- School Development Plan
- School Website and Policies
- Pupils' work books
- Learning Walks
- Observation of play time
- Learning Environment
- Newsletters

Meetings Held with:

- Headteacher
- Deputy Headteacher
- IQM Coordinator / ALNCo / Senior Leader
- Temporary Senior Leaders
- Pupils
- Family Liaison Officer
- Teaching Assistants
- Learning Support Assistants
- Teachers
- Parents, carers, and guardians
- Governors
- Local Authority GwE Representative
- Family Centre Manager



Report on IQM Inclusive School Award



Contents

Overall Evaluation	3
Element 1 - The Inclusion Values of the School.....	6
Next Steps:	7
Element 2 - Leadership and Management and Accountability	8
Next Steps:	9
Element 3 - Curriculum –Structure, Pupil Engagement and Adaption.....	10
Next Steps:	10
Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy	11
Next Steps:	11
Element 5 - Assessment.....	12
Next Steps:	12
Element 6 - Behaviour, Attitudes to Learning and Personal Development	13
Next Steps:	13
Element 7 - Parents, Carers, Guardians.....	15
Next Steps:	15
Element 8 - Links with Local, Wider and Global Community	16
Next Steps:	16



Report on IQM Inclusive School Award



Overall Evaluation

Ysgol Y Foryd is an infant school with a nursery provision in Kinmel Bay, North Wales. There are currently 186 pupils on roll from Nursery to Year Two. 43% of the pupil demographic currently live in the top 20% of deprived areas in Wales. 34.5% pupils are identified as having additional learning needs (ALN), which is above the national average. English is the main language spoken at home, with just 3% of families speaking English as an additional language (EAL). No families speak Welsh as a first language at home. 31.7% pupils are eligible for free school meals.

The January 2019 Estyn visit recognised Ysgol Y Foryd as “excellent” in all five areas of the Estyn framework: Standards, Wellbeing and Attitudes to Learning, Teaching and Learning Experiences, Care, Support and Guidance, and Leadership and Management.

The Report highlights that:

- “Most pupils make excellent progress from their starting points.”
- “Nearly all pupils, including those with additional learning needs, make good and often very good progress in the development of their literacy and numeracy skills”
- “Nearly all pupils' attitude towards learning is exemplary,”
- “The quality of care, support and guidance provided is excellent,”
- “The quality of teaching supports very high levels of pupils' engagement and very strong progress in learning,”
- “Senior Leaders provide a strong strategic direction for the school with a clear focus on meeting the diverse needs and wellbeing of all pupils”.

There is a strong inclusive ethos at Ysgol Y Foryd. The motto and values are fully embedded and shape all aspects of school life. There is a welcoming, positive atmosphere when you visit the school. From the moment you arrive, you are welcomed warmly into the community. All staff, parents and carers, Governors, and pupils ‘buy in’ to the inclusive culture. Staff and pupils seem happy and interact positively with each other and any visitors. Classroom environments are purposeful, and the pupils are engaged in the learning.

The Headteacher is inspirational. Her calm demeanour determines the calm approach from all staff. She has a clear, ambitious vision for the school and is unwavering in achieving it. She places the children firmly at the centre of all decisions made. The staff are all aligned to her vision. Governors describe how the “Headteacher lives the message with the staff,” role-modelling an inclusive approach.

Staff describe themselves as “close-knit” and work collaboratively to support the children and their families. In all meetings, it was evident that the staff’s commitment to



Report on IQM Inclusive School Award



their roles extend beyond the classroom. The staff will exceed expectations to support their pupils. There is a collective responsibility amongst the staff to look after the children and give them the best experience possible. All adults who work in the school are kind and nurturing. This kind and inclusive ethos permeates all staff, regardless of role; all staff are valued and respected.

The Senior Leaders “pride [them]selves on being inclusive” and “value the unique contributions pupils of all backgrounds and abilities can bring to the classroom.” They “believe that every child, no matter what their individual needs or barriers to learning, has equal access to learning and the same opportunities to succeed.” They have a sound understanding that inclusion is not just about specific groups of children but about all children being included in all areas of the provision.

The support for families at Ysgol Y Foryd is exceptional. The Family Liaison Officer is highly impactful in her role. She supports and engages parents and carers, working closely with the Local Authority and external agencies, if necessary, to provide comprehensive wrap-around care. She aims to affect long term improvements and change through the support she offers. The parents who met with me during the assessment day spoke positively of the support they have received over the years. During the IQM Assessment process, family engagement emerged as a key area of strength in the school.

It is evident through the documentation completed by the school to support the IQM Assessment that the Leaders know their School well and are able to provide evidence to demonstrate their effectiveness. There is regular monitoring and evaluation of the provision to ensure it is continuously improving. Leaders have noted, similarly to most children nationally, that the pandemic has had a detrimental impact on pupils’ attendance and progress. Therefore, these are two priority areas for Leaders over the coming year in order to address the negative impact of Covid-19.

To support the increase in the numbers of children who struggle with their emotional and mental health, and the trauma experienced by so many pupils, the Headteacher decided to fund six members of staff to complete the Trauma Informed Diploma, which she describes as “life-changing.” Trauma-informed approaches inform school improvement decisions to create a cohesive nurturing environment.

Teachers describe the nurturing approach as “second nature to us; it is what we do every day”. They recognise that children’s wellbeing needs ought to be met before they are ready to learn. Teachers explain how they “know the children and families inside out, their back story, family circumstances or any external agency involvement” which informs their planning. This holistic knowledge of the children aids the strong relationships teachers form with their classes.

Positivity radiates throughout the school. Everyone spoken to during the assessment visit has a positive outlook. The staff, pupils and all stakeholders work very much “together” to find solutions to any issues they face. This sense of togetherness is a binding thread across all approaches.



Report on IQM Inclusive School Award



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

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann".

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

The Headteacher chose the word “together” to best describe the inclusive ethos at Y Foryd. It forms part of the school’s motto “dreaming, believing and succeeding together” and perfectly encapsulates the sense of working closely with children, staff, and families. The inclusion ethos is clearly articulated on the school’s website.

The school’s motto is underpinned by the five values which are central to the inclusive ethos: “gentle hands, kind words, listening, showing respect to everyone and doing our very best.” The Leaders work relentlessly to embed the values across all areas of school life. The scenarios for demonstrating the values are clearly defined and taught to children from when they join the Nursery provision. The Local Authority’s Education Improvement Service Officer feels that the “values are now instinctive.” The pupils demonstrate the values through their “work and play.”

The school uses the online Reward System ‘Dojo’ to praise the pupils. The Dojo points are linked to the different values to recognise and celebrate when pupils demonstrate them. This has led to a consistent culture of expectations across all classrooms. The IQM Lead explains how the children “have a genuine belief in the Foryd Values and feel proud to belong to their school community”.

Senior Leaders feel that happiness is important at Y Foryd. They always encourage the staff to “start with happiness and love” through the “warmth and comfort [they] give each other” which in turn “reflects on the children and their families.” Leaders believe that a “happy team of staff” will lead to happy children.

There is clear analysis of need, with appropriate support implemented as necessary. The Additional Learning Needs Coordinator (ALNCo) keeps abreast of all national developments and updates regarding the new ALN Bill in Wales. The first Individual Development Plan (IDP) was written for an Y Foryd pupil in January, following a request from the ALNCo.

‘Teachers are involved in decisions about class allocations for the following academic year. They feel their contributions to discussions are valued. Communication with stakeholders is excellent. Staff are kept informed and involved via a staff messaging group on a mobile phone app. The Senior Leaders share core messages and updates, as well as positive affirmations. There are clear guidelines on working hours from Senior Staff who are mindful of when such messages are sent and read.’

Effective transition processes are in place for when children join the school, for transition to their next class or transition to Junior School at the end of Year Two. The staff at Y Foryd work closely with colleagues from the Junior School, which is located next door, Maes Owen. There are opportunities throughout the year for both schools to work together on curriculum projects and joint assemblies. There are additional transition days planned for individual children. This year, the Leaders recognised that there was increased anxiety from parents and carers about the transition from the Infant to Junior School. To support them, the Family Liaison Officer held two drop-in sessions to answer any questions or address any worries they had. This proved very



Report on IQM Inclusive School Award



popular and will become a regular feature on the transition programme. For children joining the School in Nursery, the staff carry out home visits. They also have strong links with the Health Visitors, school nurses, Child Development Centre and Family Centre which helps gain a holistic understanding of the children and their families.

Next Steps:

- Continue to share best practice around the five values with Maes Owen so that they could be continued throughout Junior School.
- Once the ALN register has been finalised, provide further training for teachers on strategies to support all learners within the classroom and how Teaching Assistants can be deployed to add additional support.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Support for staff wellbeing is integral to the inclusive ethos at Y Foryd. The Senior Leadership Team offer supervision sessions for staff due to the challenging nature of what they deal with daily in their roles. Just like the check-in with the pupils each morning, the Senior Leaders check on staff wellbeing. They recognise “we are human” so there needs to be a balance between focussing on job roles and ensuring staff’s wellbeing needs are met.

There is a weekly wellbeing drop-in session after school on Fridays to give colleagues the opportunity to “offload before the weekend.” The sessions are facilitated by the Family Liaison Officer in her purposefully designed room, which is calm, comfortable, and welcoming. It is a chance to socialise with colleagues and undertake mindfulness or wellbeing activities in a safe place.

Teachers and Teaching Assistants (TAs) feel fully included and supported by the Senior Leadership Team (SLT). There is an “open door policy with the Headteacher” and you can “go to any member of SLT if you need support.” TAs attend all staff meetings. The Headteacher explains that there is “no differentiation” between staff in terms of their roles; all are equally valued.

The Chair of Governors, Parent Governor and Community Governor kindly met with me as part of the assessment process. They “love the role” and describe the school as a “family” as “everyone is open and honest.” The Community Governor believes that the “excellent dimension” of the school stems from a “personal contribution” which “motivates everyone to engage.” Governors attend regular meetings and visit School frequently. They feel listened to, with open discussions around school development. Governors are proud of the inclusive ethos which they see on “on visits and at meetings.”

Staff have opportunities to develop their careers whilst at Y Foryd. Teachers have the opportunity to lead one of the six Areas of Learning and Experience (AOLE) to take on a leadership responsibility. All staff are given access to external support and training. Supply staff have full access to all training days and professional development opportunities throughout the year too.

Six staff members (teaching and non-teaching) completed the Trauma Informed Diploma this academic year. Staff completed the training in twos so that they could offer peer support. Due to the intense, emotional nature of participating in the course, they receive three supervision sessions throughout the year.

The Professional Learning Communities model of professional development has been implemented to provide a non-threatening, reflective approach to develop all staff (including Senior Leaders). Staff work in groups to share ideas, observe lessons, and coach each other. Additionally, the Headteacher regularly monitors the effectiveness of the provision with lesson drop-ins, book trawls and pupil voice. Staff are receptive to feedback and the Headteacher always makes sure to celebrate the positives.



Report on IQM Inclusive School Award



Next Steps:

- Involve the AOLE Leads in the monitoring and evaluation processes.
- Develop the newly established Senior Leadership Team to further strengthen and add capacity within whole school leadership areas.



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Senior Leaders felt prepared for the New Curriculum for Wales which was introduced in September 2022, as it was not a significant change for the practice already in place at Foundation Phase. However, they recognise the impact of the changes on the 3-11 curriculum and how to prepare the learners for progression from Year Two onwards. To support progression, staff have worked closely with their local Junior School to map progression across the six areas of learning. Ysgol Y Foryd staff shared their best practice from Foundation Stage as it fits well with the New Curriculum.

The Curriculum intent is outlined on the School's Website. It explains that through the school's motto, "Dreaming, Believing, Succeeding, Together", the school aims "to provide the pupils with a broad range of activities and teaching styles to enable them to have big ambitions and the self-confidence to succeed together."

Lessons are creative to motivate the children to learn. The day before my visit, the whole school had been on a visit to a local farm. In lessons the following day, activities were farm-related to embed the learning from the visit. In one lesson, a child was using stop motion animation technology on the iPad to create a mini movie using farm animal figures. In another class, children were designing their own farms and making models of farms using building blocks. The teachers plan learning activities which capture the pupils' imagination. All pupils were evidently enthused by the learning in all classes observed.

A growth-mindset culture is embedded throughout the school. Staff have developed "an ethos of positivity with "I can" or "I can't yet" being common phrases that the pupils use in all aspects of school life." There are growth mindset displays which serve as visual reminders in classrooms.

Real life experiences enrich the curriculum and support the wider development of children, adding to their cultural capital. In Years One and Two, the pupils enjoyed a Beach School project whereby they visited the local beach once a week for the half term. Children's interests lead the project foci in all year groups.

Next Steps:

- Develop pupils' exposure to wider reading material and promote a love of reading. When the pupils were asked about their favourite books, they mainly talked about the Biff, Chip and Kipper reading books they take home from school.
- Continue to expand the extra-curricular offer following the easing of Covid-19 restrictions.
- Continue to develop the New Curriculum, reviewing it as you go to inform next steps.



Report on IQM Inclusive School Award



Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy

During the IQM assessment day, I observed the teaching and learning across all classes. All classes benefit from an outdoor area which children are encouraged to make use of throughout the day, with planned learning activities set up outdoors. Play equipment is not just for play times but is incorporated into lessons to develop pupils' gross motor skills. Different 'challenges' enthuse and engage the learners in the varied activities. In maths, concrete resources are used to support the children in understanding the new concepts.

The learning environment allows for a variety of learning approaches. The tables are all different shapes, such as flower shaped, which adds flexibility to the setup of activities. The kidney-shaped table is ideal for TA or Teacher-led small group work. For independent tasks, children can choose resources to support them, which are readily available for all to use throughout the day.

Pupils who are supported through Individual Education Plans (IEP) have a book in class to allow the staff to check and evidence their progress against the targets. Each child also has an IEP pack of support materials which are bespoke to their needs, and directly linked to their targets. For example, a pack may contain items such as shape and number recognition prompt sheet, letters and sounds mats, number squares or Numicon pieces.

The physical development of children, both in and out of the classroom, is a priority at Y Foryd. The school has bought Jabadao resources to offer pupils movement breaks throughout the day. They also have a Soft Play Room which can be used by pupils who need a physical release during lessons or as they arrive at School in the morning. Writing can be completed either at a table or lying down. The Squiggle Whilst You Wiggle early writing programme is used to develop pupils' fine muscle control, which is needed for writing.

Pupils are given a choice over their learning activities. Continuous provision is in place in all classes. Classrooms have Information and Communications Technology (ICT) areas, a challenge area, and creative stations to provide a range of activities to cater for all children's interests and needs. The daily challenges promote independence. In one lesson observed, the children had until the end of the day to make a clock in the challenge area. If they were successful, they would receive Dojo points for their perseverance.

Next Steps:

- Continue to address the gaps in pupils' progress following the extended periods of lockdown and school closures.



Report on IQM Inclusive School Award



Element 5 - Assessment

Staff use progress and attainment data to identify gaps in learning in order to plan effective learning opportunities. Regular Pupil Progress Meetings, which involve the Headteacher, Deputy Headteacher, ALNCo and Class Teacher, ensure that every child's progress is discussed. Following these meetings, clear actions are implemented and checked upon. The Headteacher selects a focus group of children to collate verbal feedback throughout the year, which feeds into improvement planning. Pupils' work books are closely monitored to ensure high standards and consistency across the classes. The Headteacher selects a focus group of books which are monitored each year throughout School to capture the progress trajectory over the years.

Learners understand the success criteria and regularly reflect on their own learning. Learning objectives are printed in exercise books for pupils to see at the start of each lesson. They are referred back to throughout lessons and evaluated when the teachers provide feedback. There is a consistent Marking and Feedback Policy which highlights to children what they have done well, and what they need to focus on to improve. Pink pens are used to affirm when the learners are demonstrating progress towards the objectives, with green pens used for 'growth'.

All books looked at during the assessment process evidenced consistent standards and approaches across the year groups. Nursery books showed great examples of learning activities which develop fine motor skills through interesting topics, with a variety of outcomes. Differentiated outcomes for the different ability ranges were evident in all books.

Next Steps:

- Launch the new learning objective stickers to reduce the admin time for teachers and continue a consistent approach across all classes.
- Look into the benefits of pre-teaching vocabulary to support pupils' language development and the use of starter activities which re-cap prior learning.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

All pupils' behaviour and attitudes observed during the assessment day were positive. The school's five values underpin the Behaviour Policy. Since the Covid pandemic began, the school has introduced a whole-school nurturing approach. The staff carry out a daily check-in with pupils, which often involves a high five or wiggle, to ensure they each have a positive interaction with an adult in the morning. Breakfast Club is free and open to all. The school also offers Breakfast Club Plus to targeted pupils where they are given an extra breakfast and chance to talk to a staff member. This ensures that all pupils have their basic needs met and a positive start to the school day.

Routines and expectations are clearly understood by staff and learners. The school has developed a Readiness for Learning Policy. The policy was designed collaboratively between staff and informed by pupil voice. It sets out the expectations of behaviour in different contexts. The IQM Lead reports "a huge difference in pupils' behaviour over the last 3 years." Staff have a good understanding of the importance of positive reinforcement and there is a focus on restorative practice to repair relationships following poor choices.

During the assessment day, I met with a lovely group of pupils who spoke to me about their School. Amongst their future careers aspirations are Police Officer, Footballer, Shop Worker, Nurse, and Swimming Teacher. The pupils explained that the "teachers are lovely" and the school is "very cosy." All pupils know the school's values and can confidently articulate different examples of how they demonstrate the values in everyday life. A growth mindset has clearly been instilled, with the pupils telling me "if we don't have a go, we will never know." When asked what they particularly enjoy about School, they unanimously mentioned the Carnival where they "go to throw wet sponges at the teachers." They undoubtedly enjoyed the Carnival Day, which was a free community event for the children and their families, hosted by the school.

The Boxall profile tool is employed to identify pupils for targeted interventions. There is also a Referral Request Form which is completed by Teachers and TAs who identify pupils who they feel will benefit from accessing intervention with one of the school's trained Emotional Literacy Support Assistants (ELSA). The ELSAs delivered a whole-staff training session at the start of the year to raise awareness of the programme. The intervention takes place once a week over a six to eight-week period with a small group or 1:1. On the school's website, there is an overview of the ELSA program to let parents and carers know what it is. It articulates that the in-school ELSAs "plan support sessions to facilitate the pupils in developing new skills and coping strategies that allow them to manage social and emotional demands more effectively". In addition to ELSA sessions, the school delivers a Nurture intervention. This is carried out on a small group basis to support pupils of all ages. The Trauma-Informed approaches are also implemented to support individual children, as required.

Next Steps:

- Continue to prioritise improving attendance, particularly of the most vulnerable children.



Report on IQM Inclusive School Award



- Continue to work with families, staff, pupils, and the community to improve emotional wellbeing for all.
- Further raise the pupils' aspirations through exposure to wider career opportunities.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers, Guardians

There was an open invitation extended to all parents, carers, and guardians to come into School to speak to me on the assessment day. This in itself is testament to how the Leaders involve everyone in School life.

All parents with whom I met said that they are happy with the school. They described the staff as “approachable”, “lovely” and “amazing” as there is “always someone on the gate in the mornings and after school”. One parent spoke about how the school community came together to fundraise to pay for their child’s specialist treatment for a life-limiting condition. They said, “School were absolutely amazing” and the response from all in the community was awe-inspiring. The parent also spoke about how their child has been fully included in school life. An example was given of when their child was non-verbal, so the staff learned Makaton to be able to communicate with her. They also taught the other children in the class. There is a consensus amongst parents and carers that staff and families work in partnership. The parents of children with ALN feel that the staff “fight with you” to get what is needed from external services to support their children.

Throughout the assessment process, everyone spoke positively about the impact of the Family Liaison Officer’s role. Throughout the periods of lockdown due to Covid-19, the Family Liaison Officer carried out doorstep visits to check on wellbeing and build relationships of trust in an out-of-school setting. The Family Liaison Officer’s room is based next to one of the school’s entrances. She is out on the yard every day to speak with families and is easily accessible. The room itself is cosy and welcoming. It has a homely feel which invites parents and carers to relax and feel comfortable.

The Family Liaison Officer is currently working closely with around 50 families. Sometimes, she will refer families to the Family Centre for additional support. She has built up strong relationships with all families, particularly those who are vulnerable or struggling. The support offered is wide-ranging and can entail anything from a friendly person to speak to, parenting workshops, support with housing or sourcing food to help feed the family.

Recently, the Family Liaison Officer established a Dad’s Group to encourage more fathers to engage with their child’s education. It is an after-school enrichment session where dads are guided to play with their children and experience fun, quality, together time in a school setting. It was a huge success, and the Family Liaison Officer is planning to run the same group with the mums next academic year.

Next Steps:

- There are no significant areas for development within this element.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community

The Education Improvement Service Officer from Conwy Local Authority describes Ysgol Y Foryd as “amazing”. They have forged “fantastic links” with the Conwy Child Development Centre. There is regular communication between both establishments. The well-established home visits to families before their children start nursery which lead to positive relationships from day one. She feels that “all stakeholders feel included” and “everyone is valued”.

Relationships with external agencies are strong. The Family Centre Manager is proud of the working relationship achieved with Ysgol Y Foryd staff. The Family Centre holds parenting groups at the school for ease of access for parents and carers. There is a drop-in session every Monday, for tea and coffee and chat with the Family Centre Representative. The Family Centre Manager explains that the school is “the main referrer in the area” because the staff are “preventative”. They are “astute” and know when families need support before arriving at a crisis point.

Ysgol Y Foryd has an excellent reputation within the Local Authority (LA). The Headteacher is influential in the Cluster Meetings for Headteachers and has been instrumental in driving the inclusion agenda forward across the LA. The schools within the Cluster work closely together to share best practice and ideas. This is leading to improved outcomes for all Conwy children.

The school works well with community partners, making use of all available resources in the local area and beyond. The IQM Lead highlights that they are “fortunate to have excellent resources on our doorstep which includes a well-resourced leisure centre, a community woodland area, a junior school with large grounds, the beach, parks, library, shops and much more”. The staff maximise access to such resources to enhance the curriculum experience.

Key members of the community are regularly invited into School to work with the children. An ex-parent, who has a passion for gardening and the environment, has worked with the pupils to create an Eco Garden where they grow vegetables and fruit. When speaking about the impact of the garden during the assessment day, the ex-parent spoke of the joy she experienced when the children were mesmerised by the ‘exotic’ fruits growing, such as raspberries, which they had never seen growing or which some had not ever tasted before.

The Community Governor is also an avid Bee Keeper. He attended School in his full bee keeping suit to teach the children about what bee keeping entails and the importance of bees in our eco-system. This led to the children producing some wonderful pieces of extended writing and art work, which I had the pleasure of seeing in work books during the book scrutiny.

A member of the community who works at the local church regularly attends the school to deliver parenting programmes. She also delivers assemblies every half term. She speaks positively about the staff and their commitment to the children and local community.

Next Steps:

- There are no significant areas for development within this element.