



# Moving from COE to Flagship

## COE Annual Review and FSS Project Outline



<b>School Name</b>	Laxey School		
<b>School Address</b>	LAXEY PRIMARY SCHOOL, QUARRY ROAD, LAXEY VILLAGE, ISLE OF MAN IM47DU	<b>Tel No:</b> 01624861373	
<b>School Website:</b> Laxey.sch.im	<b>Twitter/Instagram/LinkedIn Name:</b>  Laxey School		
<b>Exclusions (for previous 12 months given as a whole number)</b>  <ul style="list-style-type: none"> <li>• Fixed Term:</li> <li>• Repeat fixed term:</li> <li>• Permanent:</li> </ul>	0	<b>Number of students on roll:</b> 196	
		<b>Attendance</b>	Approx. 94%
<b>Headteacher's/Principal's</b>	Max Kelly	<b>Email</b>	<a href="mailto:Max.kelly@sch.im">Max.kelly@sch.im</a>
<b>IQM School's Co-ordinator</b>	Shannon Bridson	<b>Email</b>	<a href="mailto:Shannon.bridson@sch.im">Shannon.bridson@sch.im</a>



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## Name Confirmation

Should your assessment be successful, we will require the information below.

**School/Academy Name:** Laxey School

(Exactly as you would like the name of the school to appear on the school's plaque). Please be careful when using uppercase letters, apostrophes, full stops etc as our engraver will produce exactly what you confirm in the row below.

**Senior Leader's Signature:** Max Kelly      Shannon Bridson  
**(electronic signature will be accepted)**

**Date:** 12/10/23

Upon achievement of the award, a plaque will be ordered for you for your school. Additional plaques can be purchased from IQM if required. Please contact the office for details.



# Evaluation of previous year's COE Targets



Target	Evaluation	Evidence	Next Steps
<p>Target 1: <i>The expansion of our Federation and to collaborate with and include Willaston School within our IQM Network.</i></p>	<p>The Executive Headteacher has demonstrated success in the expansion of the Federation, having undertaken a series of initiatives to integrate Willaston School into the Federation's framework, aligning it with our IQM principles. Through strategic and purposeful actions, the Executive Headteacher has facilitated a smooth integration, ensuring that the principles and standards upheld by the Federation are extended to encompass Willaston School.</p> <p>Upon including Willaston School within our Federation, a series of measures were implemented for a more streamlined approach to the day-to-day operations of the school. Learning Hero Assemblies were introduced to enhance the educational experience for the children and to encourage them to be ambitious and ambassadors for their learning successes and achievements. The children look forward to the weekly assembly and are excited to find out who will be awarded a 'Willaston Wow' or a 'Willaston Wonder'. These awards reflect Laxey's Learning Heroes and Magic Moments, and Dhoon's High 5's and Dinner Table VIPs awards.</p> <p>The school's data procedures underwent refinement for improved efficiency and reflection of progress and attainment. Staff now report on data termly and record it on Arbor, to allow for trends and patterns to be identified with greater ease.</p>	<p>Willaston School website and Facebook page.</p> <p>Discussions with Executive Headteacher.</p>	<p>Within the next academic year, Willaston School to assign IQM Lead and register for IQM accreditation.</p>



# Evaluation of previous year's COE Targets



	<p>Social media platforms have been employed as a tool for effective communication, aiming to share with parents the ongoing events and developments within the school. This provides all stakeholders with a transparent and accessible means of showcasing the activities and learning opportunities taking place in classrooms. There has also been the establishment of a Parent Forum Group to serve as a dedicated space for fostering engagement and feedback from parents. By facilitating open communication and active participation, the Parent Forum Group plays a pivotal role in bridging the gap between the school and the community.</p> <p>The recently revamped Willaston School website, newsletters, and prospectus collectively provide a thorough and accessible collection of information for all stakeholders. The website offers real-time updates on events, curriculum, and school policies. Regular newsletters ensure parents and families stay informed about recent achievements and upcoming events, fostering a cohesive understanding of school life. Meanwhile, the prospectus serves as a comprehensive guide, promoting the school's ethos, mission, and academic offerings for prospective students and their families. Together, these communication channels aim to create a transparent and informed community, enriching the engagement of all individuals at Willaston School.</p> <p>The school came together with Laxey School and Dhoon School to take part in the new Working Time Agreement</p>		
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# Evaluation of previous year's COE Targets



	meetings, this reflects consistency and transparency across the Federation. They will also be coming onboard with our work around the WalkThrus initiative, to ensure the effective implementation and continual refinement of our integrated framework and to ensure staff are receiving frequent CPD updates and opportunities to continually build their inclusive practice.		
Target	Evaluation	Evidence	Next Steps
Target 2: <i>Developing the core elements of teaching and learning and how they are delivered through the curriculum.</i>	Laxey School has embarked on a comprehensive initiative aimed at advancing the core elements of teaching and learning within the curriculum. This endeavor is facilitated through the implementation of 'Dips Ins', a means of identifying existing practices and celebrating these, and also recognising areas for development and or anomalies. This work feeds into our evidence gathering for the Isle of Man's DESC Quality Assurance Framework which replaces the previous School Self Reflection and Evaluation system. Through the Dip Ins, leaders have recognised that the quality of teaching and learning has improved enormously over recent years and that this has been supported greatly by curriculum development. This will continue to be an ongoing process as we refine our use of the Cornerstones Maestro Curriculum so that it works as a best for model for our school. Additionally, we had implemented a new Writing Curriculum after it was noted that attainment needed improving in this area. This encouraged to staff to carefully consider the writing skills and genres they were	Dip In templates and evidence Quality Assurance Draft Writing Curriculum Cornerstones timetables and Laxey Long Term Plan Learning Hero certificates and stickers Learning Habits posters – discussions with children	Ongoing refinement of the curriculum whilst Island wide core curriculums are drafted and implemented. This will in turn be reflected in school assessment procedures, as new frameworks are instated and levels are replaced.



# Evaluation of previous year's COE Targets



	<p>teaching and to allow for greater progression between year groups.</p> <p>Notably, the integration of child input and voice in shaping our new Learning Habits reflects a commitment to fostering student engagement and their ownership over and enthusiasm to adopt the Learning Habits within their dispositions as learners. The new Learning Habits now reflect the Isle of Man's E4L Curriculum and 6Rs with greater clarity and purpose. The children designed the superheroes for each of the 6Rs and helped decide upon the final statements. These new superheroes feature on our Learning Hero certificates, stickers and on posters within classrooms and around school. We are also fine tuning how these are shared within lessons and learning, with split-screen objectives/thinking as the current approach and learning talk and journals to unpick and record the opportunities in which the Learning Habits are being used at their best.</p> <p>A detailed examination and enhancement of assessment procedures have been completed and have ultimately been integral to this comprehensive development work and refinement of teaching and learning and curriculum delivery. All staff are now using the same assessment documents to ensure there is consistency across the school and there are rigorous assessments being undertaken regularly throughout KS1 and KS2.</p>	<p>Assessment documents and procedures wording</p> <p>Island draft curriculums and assessment frameworks</p>	
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# Evaluation of previous year's COE Targets



	Leaders have liaised with Knotty Ash School and a visit is to be arranged in December or January if a mutually agreeable date can be confirmed.		
Target	Evaluation	Evidence	Next Steps
Target 3: <i>Improve attainment in Reading, Writing and Speaking and Listening.</i>	<p>Laxey School has dedicated time and effort towards targeted improvement, with a specific focus on enhancing student attainment in Reading, Writing, and Speaking and Listening. This commitment is evidenced through the strategic implementation of a series of initiatives aimed at elevating the proficiency and engagement of students in these critical areas of the curriculum.</p> <p>The integration of Pobble, an innovative platform for creative writing, has significantly contributed to the improvement of writing skills at Laxey School. Pobble provides a dynamic space for students to engage in and share their writing, fostering creativity and offering opportunities for peer collaboration and feedback. This platform not only enhances the technical aspects of writing but also instills a genuine enthusiasm for expressing ideas. Staff from both Laxey and Dhoon sites have come together to use the moderation tool to inform assessments and relevant next steps for staff and children.</p> <p>The introduction of a new Writing curriculum represents a targeted effort to provide staff with a structured and progressive framework for developing writing proficiency. This curriculum is designed to address key writing skills, such as composition, grammar, and style, with a focus on</p>	<p>Laxey School assessment data</p> <p>Pobble – moderation section</p> <p>Laxey Writing Curriculum and DESC Writing Curriculum documents</p> <p>DESC Reading Documents</p> <p>Whole Class Guided Reading planning, assessment and work</p> <p>Monster Phonics</p>	To further embed the new initiatives that have been implemented and continue to monitor and evaluate their impact.



# Evaluation of previous year's COE Targets



	<p>meeting individual learning needs. The implementation of this curriculum ensures a comprehensive and cohesive approach to nurturing effective writing skills across the school. This has, since its implementation, be adapted to accommodate the draft documentation provided by DESC but this has not detracted or paused the progress being made with the teaching of writing.</p> <p>The adoption of Whole Class Guided Reading specifically tailored for Key Stage 2 has revolutionised the approach to teaching reading at Laxey School. This method involves interactive reading sessions where the entire class engages in shared reading activities, allowing for in-depth discussions and comprehension development. By fostering collaborative learning, Whole Class Guided Reading not only enhances individual reading skills but also promotes a deeper understanding of texts through collective exploration. We are excited to see where this takes us as a school as we further refine our practice and look out for further improvements in reading attainment.</p> <p>Monster Phonics in its early stages of implementation has so far proven instrumental in developing the teaching of phonics and also phonic knowledge. Through engaging and interactive resources, Monster Phonics provides a structured and systematic approach to phonics instruction, catering to diverse learning styles. We hope to see the benefits of this move through the school as more children become educated through this phonics programme.</p>		
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# Evaluation of previous year's COE Targets



	<p>The assessment data and analysis reflects promising steps and improvements in attainment and progress but we recognise that this will take time to filter through and for a clear picture to be gained.</p>		
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# Flagship Project Outline/Guidance



The overarching aim of Flagship status is that an individual school which has achieved this status can now further its work in Inclusion through internal research activities. A school will develop an outline for a classroom/school-based research project which will help build on the already excellent inclusive practice going on in school. This will require a project outline which will replace the targets set at Centre of Excellence stage. This outline will be further split down into key steps with individuals or groups identified with responsibility for these and a timeline for the successful completion of each step. Whilst it is acceptable for a project to run across three academic years, there will be an expectation for a detailed review annually with the next steps clearly identified as carrying on from the progress achieved to date.

## **It is important to keep in mind the criteria for Flagship Status:**

- A school that has held Centre of Excellence for at least three years prior to attaining Flagship status for the first time
- Agrees to produce an annual written update of progress against the identified project outline as the basis for the annual review
- Be willing to be an active member of an IQM cluster group of COE and Flagship Schools
- Attendance at IQM Cluster meetings is a prerequisite to maintaining Flagship Status
- Willing to engage in classroom level research activity that explores inclusive practice
- Capacity to share and disseminate good inclusive practice across a broader cluster of schools
- Share practice/staff/visits/training
- Committed to sustaining the IQM ethos through collaborative activities
- Be willing and able to support other schools to become IQM schools or Centres of Excellence
- Prepared to contribute to the overall development aims of IQM supporting the need for expertise or trialling practice



# Flagship Project Outline



**Please give as much detail below as possible using the grid on the next page to outline the main steps in the project with the named individual members of staff responsible for each step identified and a timeline provided. It is acceptable for a project to run across three years. Schools will have to be able to show progress annually and the proposed next steps in the project. (Maximum 400 words). Schools may find that they are working on multiple actions incorporated into the project as a result of their ongoing self-evaluation.**

**Project Title:** To adopt 'WalkThrus' as an approach to develop staff CPD and professional learning, in order to support inclusive practices across the school.

## **Outline of Project:**

*'WalkThrus allow teams of teachers and their leaders or coaches to develop a shared understanding of key techniques. The shared language around WalkThrus steps and associated professional learning approaches plays a significant role in supporting people to improve their practice as problems are easier to identify and solutions are easier to define.'*

Teachers facilitate the learning and embedding of new concepts and content, using a variety of pedagogical approaches. Leaders provide effective support and ensure that the pedagogical approaches are appropriate for their school.

1. Introduction of WalkThrus through weekly input at staff meetings.
2. Build teacher knowledge of the 150 teaching techniques.
3. Use WalkThrus to motivate staff through goal-setting.
4. Model, practice, and provide feedback on WalkThru techniques.
5. Embed practices for long-term effectiveness.
6. Assess impact on teaching quality and student outcomes through evaluations and feedback.



# Flagship Project - Steps Outline



Task (What)	Actions (How)	When and By Whom?	Termly Milestones and Impact
Senior Leadership Team introduction and training for WalkThrus	Leaders to complete WalkThru training and familiarise themselves with the WalkThrus books.	Autumn Term Senior Leadership Team	Measure effectiveness through staff feedback and outcomes Throughout the School Year
Introduce WalkThrus Program to wider staff team	Initial staff training, weekly input at staff meetings.	Autumn/Spring Term Senior Leadership Team	Measure effectiveness through staff feedback and outcomes Throughout the School Year
Develop/amend Teaching and Learning Policy Guidance	Reflect this new approach through developments and amendments to the Teaching and Learning Policy	Autumn/Spring Term Senior Leadership Team	Measure effectiveness through staff feedback and outcomes Throughout the School Year



# Cluster Group Meetings



As part of the Centre of Excellence programme IQM cluster groups have been set up all across the country. Each Centre of Excellence and Flagship School will have been allocated a cluster group and assigned an IQM Ambassador. Each group will meet at least once per term with possible additional meetings being set up between individual schools. The table below is a record of cluster meetings attended and the impact these have had on your individual school, (please complete as fully as possible). This record will be used as part of your future reviews.

## Impact of Cluster Group Meetings

<b>IQM Cluster Group</b>	CIN NW A All-Inclusive		<b>Ambassador</b>	Sarah Linari
<b>Name of person responsible for attendance at Cluster Group meetings</b>			Max Kelly/Shannon Bridson	
<b>Date of Meeting</b>	<b>Location of Meeting</b>	<b>Topic(s)</b>	<b>Outcome(s) for School</b>	
1/03/23	Christ The King, Wavertree	School context Tour of the School Forest School at Christ the King Sensory Integration – Helen Bibby, Castleway Nursery School Attendance discussion and best practice share – All Marking and Feedback approach	Useful insight into onsite Forest School and Marking and Feedback provided great food for thought when considering our current marking and feedback policy.	
15/06/23	Woodchurch High School	School context and a welcome from the SEND Team Parental engagement – group discussion	Staff that attended loved the farm and the outdoor space and consequently led to the development of the outdoor provision on our KS1 playground.	



# Cluster Group Meetings



		<p>Inclusion in Action Responsive Teaching Effective Deployment of TAs Farm provision and tour Reflection (including focus on IQM's new initiatives)</p>	
<b>12/10/23</b>	<b>Yew Tree Primary Academy</b>	<p>School context Inclusive approach to literacy Growth Mindset – theory and practical workshop Using AAC devices to aid communication Tour of the school Overview of 5 Foundations learning so far and Attendance discussion</p>	<p>The Growth Mindset input was a great refresher and has prompted discussion within our school about readdressing its presence and understanding amongst staff.</p>



# IQM Privacy Statement



We take your privacy seriously. This form collects your name, your school's contact number and your email address so that our support team can communicate with you to provide you with the assistance or information you have requested. We will only email you with relevant information if you give us consent. Please check our Privacy Policy (<https://iqmaward.com/privacy-policy/>) to see how we protect and manage your submitted data.

## GDPR Regulations

Your consent is required. In compliance with GDPR you have a right to request access to and view the data we have collected from you. You also have a right to be forgotten. You can contact us here at [info@iqmaward.com](mailto:info@iqmaward.com) to withdraw your consent and request that we delete any personal data collected from you. \*

X I consent to the data submitted being stored and used to contact me based on the information provided on this form.

X I consent to receive relevant information that may be of interest to me.