



Assessor's Evaluation for the IQM CoE Award



School Name	Laxey School Quarry Road Laxey Isle of Man IM4 7DU
Head/Principal	Mr Max Kelly
IQM Lead	Shannon Bridson
Date of Review	23 rd January 2024
Assessor	Ms Sarah Linari

IQM Cluster Programme

Cluster Group	All Inclusive
Ambassador	Ms Sarah Linari
Next Meeting	20 th March 2024
Meeting Focus	Wellbeing and parental engagement

Cluster Attendance

Term	Date	Attendance
Summer 2022	4 th July 2022	No
Autumn 2022	6 th October 2022	No
Spring 2023	1 st March 2023	Yes
Summer 2023	15 th June 2023	Yes
Autumn 2023	17 th October 2023	Yes
Spring 2024	20 th March 2024	
Summer 2024		

The Impact of the Cluster Group

Cluster meetings are now being attended regularly by representatives of the school. Leaders commit fully to the programme and the staff who attend the meetings engage with the best practice sharing. Laxey School will jointly host the summer term meeting this academic year, alongside Dhoon School. The focus will be on the development and implementation of the new six R learning dispositions and the introduction of whole-class, personalised Guided Reading worksheets.



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When reflecting on the impact of the last three Cluster meetings, the IQM Lead was extremely positive. The school's participation in the Cluster programme is valued highly by the Leaders. The spring term meeting last year supported the school with ideas to develop onsite Forest School facilities. The IQM Lead also felt that the session on marking and feedback provided, "great food for thought" when considering their current marking and feedback policy. The summer term meeting inspired the staff to create a Reading Shed in the school playground. During the review visit, the Assessor visited the site which has been prepared for the installation of the shed. The autumn term meeting served as a useful reminder of growth mindset, linking closely to the work the school has recently undertaken to develop the six Rs.

Evidence

- IQM Centre of Excellence (COE) Action Plan documentation.
- School website.
- School policies.
- School Development Plan (SDP).
- Cornerstones Curriculum.
- Maestro Planner.
- Guided Reading overviews.
- Pupils' exercise books.
- Isle of Man Literacy Framework.
- Laxey Writing Framework.
- Reading and writing assessment overviews.

Additional Activities:

- Lesson drop-ins.
- Pupil voice.
- Observation of lunch time.
- Observation of indoor play at break time.

Meetings held with:

- IQM Lead.
- Executive Headteacher.
- Head of School.
- Assistant Headteacher.
- Special Educational Needs Co-ordinator (SENCo).
- Teachers.
- Governor.
- Parents and carers.



Summary of Targets from 2022-2023

Target 1:

The expansion of our Federation and to collaborate with and include Willaston School within our IQM Network.

Across the Federation, a unified set of standards and approaches has been implemented across all settings, ensuring consistency while allowing individual schools to retain their unique characteristics. The Executive Headteacher leads the Federation with inclusivity at the heart of all decisions. This ensures each school remains focussed on its unique demographic, tailoring provision to suit their context.

The assembly process at Willaston School has been streamlined, drawing inspiration from the successful model at Laxey and Dhoon. The 'Willaston Wow' awards celebrate "light bulb moments" in lessons whereas the 'Willaston Wonder' awards celebrate sustained effort over time concerning learning. The learning dispositions and values are being actively cultivated at Willaston, implementing a holistic approach to education similar to the ethos at Laxey and Dhoon.

The collaboration across the three schools in the Federation is facilitated by regular meetings among the Heads of School, promoting effective communication and synergy. Recent restructuring at Laxey has seen the addition of the Assistant Head of School role, further strengthening the distributed leadership model. This restructuring has been instrumental in allowing leadership and professional development initiatives at Laxey to flourish, reflecting how the formation of the Federation has proven successful for each of the schools involved.

Due to the sustained improvement efforts to develop inclusive practice at Willaston over the past 12 months, the Executive Headteacher feels that the school will be in the position to be assessed for the Inclusive School Award in June 2024.

Next Step:

- Complete the Self Evaluation Report (SER) for Willaston, submitting each element at a time to receive feedback from the IQM Team, thus ensuring Willaston is fully prepared to be assessed this academic year.

Target 2:

Developing the core elements of teaching and learning and how they are delivered through the curriculum.

Since the last review, Laxey School has undergone a transformative journey to reinvigorate the learning habits, incorporating the Isle of Man's six Rs into the curriculum. The six learning dispositions are: "readiness, resilience, reflectiveness, resourcefulness, relationships and remembering". Recognising the importance of giving children more ownership of their learning, Leaders took a proactive approach to developing the six Rs, engaging with each class, seeking input from the pupils.



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Following this, they conducted a staff meeting where teachers collaborated to create new learning habits, linked to the six Rs. To make the six Rs unique to Laxey, and to further engage the children, there was a school-wide competition for pupils to design a superhero to represent each of the six Rs. The winning characters were chosen from each year group and have been made into vibrant posters that are proudly displayed across the school. The integration of posters in the dining hall and every classroom reinforces the importance of learning habits at all points throughout the school day.

To instil a sense of responsibility, there are weekly conversational learning talks, where pupils reflect on a chosen learning habit, providing examples of when they have displayed those habits. These discussions continue throughout the week, with teachers linking the learning to the six Rs. In lessons, the learning objective and a specific learning habit to which it is linked are shared. In some classes, Fridays are dedicated to a big learning talk, focusing on the habit of the week and outlining strategies for improvement. This not only creates a consistent learning framework but also encourages peer support through discussions about classmates exhibiting the same habit, often contributing to the weekly celebration assembly. Additionally, learning journals serve as a tool for pupils to reflect on their learning habits, providing tangible evidence of their growth. In younger year groups, a class book is utilised to document reflections, featuring direct quotes from the children, such as an example of when they showed resilience: "I found maths tricky this week, and I made lots of mistakes. I had to keep trying". Habits stickers in Year 1 exercise books highlight examples of when pupils have demonstrated those learning habits. Year 6 learning journals contain reflection sticker prompts, with questions to guide the self-reflection tasks. These effective approaches to embedding the six Rs have not only revitalised the learning culture but also empowered pupils to actively participate in their educational journey.

The Cornerstones curriculum development has remained a key priority, with a focus on identifying and addressing any gaps. To enhance the science curriculum, the school has adopted the White Rose science schemes of work. Additionally, there has been a focus on incorporating more pupil voice into the curriculum. All lessons are mapped and planned using Curriculum Maestro, which are uploaded onto the system for all to access. Termly data analysis and meetings with teachers are conducted to ensure ongoing improvement. Looking ahead, the school aims to use the Cornerstones framework to assess foundation subjects more comprehensively, to create a robust and well-rounded curriculum.

Next Steps:

- Develop assessment processes in foundation subjects to ensure the curriculum is well-sequenced and builds on prior learning.
- To further embed the six Rs, introduce a half-termly whole school focus on one of the habits. Each class could take responsibility for delivering an assembly on that habit, with parents and carers invited in to observe.
- As the pupils enjoy the 'bean jar' competition so much, it may be effective to reward the classes with some beans for their jars when they demonstrate one of the learning dispositions, further embedding the six Rs.



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- To engage the younger learners, consider having a cuddly toy representation of each of the six Rs to provide a tangible resource to embed the habits into their daily learning.
- Collate staff feedback with regards to the implementation and impact of new initiatives to date which can feed into future IQM evaluations.

Target 3:

Improve attainment in Reading, Writing, Speaking and Listening.

The school has made significant strides in the development of writing as a key area of focus. Recognising the importance of a comprehensive framework, the IQM Lead took the initiative to create their writing framework. With a clearly defined intent, Laxey's framework is tailored to the specific needs and goals of the pupils, with clear sequencing of skills and robust coverage of the genres. However, in September, the Department for Education, Sport and Culture (DESC) introduced the Isle of Man Literacy framework, prompting the school's Lead to integrate it into the existing schemes.

In a commitment to thorough assessment practices, the IQM Lead has devised personalised assessment overviews which serve as a detailed record for individual children, covering various criteria and ensuring a holistic understanding of each pupil's writing capabilities. To further enhance creative writing opportunities throughout the curriculum, the school has introduced 'Pobble', a valuable resource designed to support and inspire pupils in their writing. These initiatives collectively demonstrate the school's dedication to fostering a robust writing programme that encompasses both structured frameworks and creative expression.

To improve reading across the school, particularly comprehension and inference skills, reading assessments and plans have been created, centred on specific skills, which provide a record of when pupils achieve identified assessment foci areas. For Guided Reading, the IQM Lead has made bespoke whole-class worksheets that are personalised to the needs and abilities within each class as well as linked to the reading curriculum focus areas. The Assessor has asked the IQM Lead to share these overviews with the Cluster Group when we visit Laxey in the summer term.

On the review day, reading and writing were the focus of the lesson drop-ins.

In the Year 2 writing lesson, pupils were sat on raised seating in the corner, creating a more relaxed learning environment for the teacher input part of the session. The lesson's skill objective was clearly outlined on the board - to use adjectives to write a description. The recall of the term 'adjective' at the beginning of the lesson demonstrated an effective teaching method to reinforce prior knowledge. The use of cold calling and volunteering encouraged active pupil participation although some pupils were more reluctant to engage in the learning than others. The incorporation of common growth mindset language by the teacher fostered a positive attitude towards learning. The teacher's use of hand gestures and reminders of success criteria enhanced pupils' understanding and engagement. The incorporation of the '2a' phrase - two



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“wow” words before the noun, along with encouragement to use varied vocabulary and synonyms, highlighted an effective approach to vocabulary development. Displayed materials in the classroom reflect the learning habits of language as well as focussed phrases to reinforce language acquisition.

Year 1 pupils were completing a sorting activity for their topic work on animal classification. The continuous provision activities through a carousel setup provided varied learning experiences. The inclusion of packs on tables for independent tasks, such as the 'add an adjective' activity, promoted autonomy and critical thinking. The level of engagement in the tasks varied, with some pupils may be benefitting from further challenge to sustain their attention.

In Year 3, pupils were engaged in a reading session based on their class novel, 'The Wild Way Home'. The teacher prompted pupils to think of adjectives to describe the book, linking it to the six Rs. The use of questioning techniques to encourage deeper reflection and the subsequent independent writing task in the form of a book review exhibited a comprehensive approach to literacy development.

Year 6 were working on a challenge task in groups based on their current topic curriculum focus, Polar Regions. The lesson demonstrated high levels of pupil engagement. They were tasked with creating a board game on one of the studied landscapes, promoting creativity and collaborative skills. The explicit link to the polar region's topic, and the incorporation of Cornerstones fact sheets for support, showcased effective curriculum alignment. The teacher's decision to explore the learning through a pupil-led research task as opposed to the Cornerstones question and answer sheets demonstrated adaptation of the learning to suit the learners' needs. Group work activities facilitated collaboration among pupils and the display in the classroom promoting effective collaboration reinforced positive working relationships.

Next Steps:

- Share the class-guided reading overviews with all schools in the Federation.
- IQM Lead to look at providing feedback to the DESC working party on the Isle of Man Literacy Framework and share the Framework she has created for Laxey.



Agreed Targets for 2023-2024 – Flagship Project

Project Title:

To adopt 'WalkThru' as an approach to develop staff Continuing Professional Development (CPD) to support inclusive practice.

During the review day, the Executive Headteacher talked about the decision for the new focus of the Flagship Project. The Federation has invested in the 'WalkThrus' toolkit to develop a consistent approach across all three schools within the Federation. The intention is for the shared vocabulary and steps from the WalkThrus, alongside the related professional development methods, to aid in enhancing teaching practices, making it simpler to pinpoint areas for development and define solutions.

The Flagship Project implementation plan involves introducing WalkThrus during weekly staff meetings, building teacher expertise in the 150 teaching techniques, utilising WalkThrus for staff motivation through goal setting, modelling, practicing and offering feedback on WalkThru techniques, embedding practices for long-term effectiveness, and assessing the impact on teaching quality and pupil outcomes through evaluations and feedback.

The school's commitment to continuous improvement in teaching and learning is evident through the plans of this flagship project. The project incorporates various elements, including research, staff engagement, audit processes and ongoing professional development, all designed to enhance teaching and learning practice.

Understanding the importance of staff buy-in, the Leaders conducted an audit involving all staff members. This incorporated feedback on the new template for monitoring and evaluation, ensuring that all voices were heard.

The school has established multiple mechanisms for evaluating the effectiveness of the Flagship Project. Dip-ins, summaries of impact and compliance percentages will serve as key indicators to assess progress. Staff meetings have been structured to focus on project-related updates and discussions. Development plans include the identification of key components for successful lesson 'dip-ins'. These components will serve as a framework for evaluating teaching and learning practices, providing a structured and comprehensive approach to self-evaluation. Leaders will conduct a series of lesson 'dip-ins' over the next 12 months to evaluate the impact of the WalkThrus implementation. The school has developed pro formas that support staff in collecting relevant data and evidence. These tools will contribute to the efficiency of evaluation procedures, ensuring consistency and a systematic approach to information gathering.

A comprehensive package for training has been implemented, with plans to revisit it at staff meetings throughout the year. The WalkThrus are user-friendly, ensuring that all staff members can straightforwardly introduce them into daily practice. This will lead to consistent approaches across all schools within the Federation.

The Teaching and Learning policy will be updated to incorporate the Walkthru approaches and reflect any new initiatives.



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The Flagship Project represents a holistic and systematic approach to improving teaching and learning practices across all schools in the Federation. Through research, staff engagement, targeted training and ongoing professional development, the project aims to create a culture of excellence, where every member of the school community is dedicated to continuous improvement and the pursuit of the highest standards.



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Overview

Laxey School continues to be a shining example of inclusivity. Pupils' behaviour is exemplary. The children are happy and enjoy attending school. They are friendly and welcoming towards visitors and any new members of their school community. There is a strong sense of belonging amongst the pupils, staff and families, making the school a nurturing and cohesive community.

Families are welcomed fully into school life at Laxey. In a meeting with parents and carers on the review day, they spoke about the warmth and security they feel within the school community. One parent noted, "it feels like family - I do not have any family on the Island and I know the school and teachers will take care of my child". The sense of belonging is reinforced through the school's proactive efforts, such as assigning buddies to children who are new to the school, helping them settle in quickly. The parents and carers talked about the special relationships between teachers and pupils, describing the school as a place where every teacher, from Reception to Year 6, maintains a unique connection with the children. Daily updates, the adaptation of whole-class strategies for individual needs, and the active seeking of external support for additional needs were highlighted by the parent representatives, demonstrating the school's commitment to fostering a supportive environment for all.

The school's positive atmosphere extends beyond the classroom, with teachers using social media to recognise pupils who have gone above and beyond. The school's use of technology to communicate with families, including the regular newsletters, contributes to an inclusive environment where all stakeholders feel valued and part of school life. Laxey School's commitment to inclusivity of the families is also evident through the various opportunities throughout the year when they are invited into school, from the 'Stay and Play' sessions in Reception to the harvest time Mheillea fundraising event. All activities contribute to a strong sense of community and engagement. Parents and carers actively contribute to school life through volunteering, reflecting a desire to give back. The Parent Forum remains a proactive body, meeting every two weeks with the Head of School, who they described as, "very special". The meetings serve as an open communication channel between the school's Leaders and families, ensuring they feel heard and represented.

Pupils' opinions of Laxey School are consistently positive. On the review day, they talked about the kindness of every teacher and adult, creating a supportive and caring environment. The social aspect was highlighted too, with a strong focus on making friends easily and the general atmosphere of care from everyone. Pupils particularly enjoy the explicit learning of the recently revamped 'six R' learning habits: "readiness, resilience, reflectiveness, resourcefulness, relationships and remembering", and explained how they reflect on them regularly as a group in class. Pupils appreciate the school's support system, noting the assistance in learning, positive interactions during playtimes, and enjoyable extra-curricular experiences. The new addition to the Laxey family, the school dog, has proven very popular amongst the pupil body. With visits three times a week, the dog has added a unique and comforting element, with children actively engaging in reading to their canine companion. Additionally, the school's initiatives, such as helping children with additional needs with a soft landing and incorporating movement breaks, further contribute to a positive overall experience for the pupils.



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The Chair of Governors kindly met with the Assessor on the review day to speak about Laxey School's inclusive provision. The Governor spoke of how she witnesses firsthand the commitment to inclusive provision that permeates every aspect of the school. Describing inclusion at Laxey, the Governor talked about how the school is not just engaged, but "totally engaged with getting the best out of everybody and the part it plays in the community". The Governor also talked about the Leaders' concerted effort to motivate and move forward, with a shared ambition that is palpable among both staff and children, as the school continuously strives to go above and beyond. The school's reputation in the local community reflects the positive ethos, where relationships are valued above all else.

Staff at Laxey embrace a growth mindset, understanding that every challenge is an opportunity for development. The recent implementation of the Executive Headteacher's vision for teachers as "Eduvators" exemplifies the school's commitment to supporting staff in harnessing technology and innovation to enhance educational practices. The Governor talked about the importance of the school's personal brand, ensuring that what people say about the school aligns with their values of inclusivity and collaboration. In this way, the school continues to foster an environment where everyone feels valued and supported, achieving their goals together.

Through collaborations with the partner school, pupils now enjoy music lessons delivered by a subject specialist, showcasing the school's commitment to providing an enriching curriculum. In the lessons observed during the review day, the integration of visual aids, interactive teaching techniques, and a focus on pupil engagement and group work contributed to a positive learning environment. The consistent use of success criteria, growth mindset language and incorporation of the six R learning habits throughout the lessons were indicative of a commitment to effective learning.

It was a delight to visit Laxey and speak with the staff, pupils, parents and Governor. I thoroughly enjoyed witnessing the excellent inclusive practice which is woven into all aspects of school life. Staff care deeply about the children and adapt the provision to suit their individual needs. Thank you to all for an enjoyable visit to your lovely school.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to Flagship Status and is reviewed again in 12 months. 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 Flagship status.

Assessor: Ms Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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