8th June 2013

Ms Pat Walters
Executive Headteacher
Holte School
Wheeler Street
Lozells
Birmingham B19 2EP

Centre of Excellence Assessment: 3rd June 2013

Sources of data:

In undertaking this Centre of Excellence School assessment I have referred to the following documentation:

- IQM Assessment of Holte, Mayfield and Lozells Schools in May 2012.
- School’s IQM Self-Assessment against the Centre of Excellence Criteria.
- School Ofsted inspection (September 2012).
- Extracts from RAISEonline 2012 Summary Report.
- School Website.
- School policies including: Anti-bullying; Behaviour and Code of Conduct; Charging and Remissions; SEN; Admissions and; Complaints.

In addition I undertook a number of activities during my visit to the school which comprised:

- Meetings with Executive Headteacher.
- Meetings with Associate Deputy Headteacher – SEN Outreach.
- Meeting with Pupil Support Service (Birmingham City Council).
- Meeting with SENCO.
- Meetings with Assistant Headteacher (Inclusion) and SENCO at Bluecoat Academy, Walsall.
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- Meeting with Deputy Headteacher and SENCO at Birchills Primary School, Walsall.
- Meeting with Associate Headteacher (Birchills) and AHT (Pastoral) at Holte.
- Meeting with Deputy Headteacher (Inclusion).
- Meeting with Family Learning Link.
- Tour of school and observation of a range of activities.

Recommendation:-

I am of the opinion that the school fully meets the standard to be accredited as an IQM Centre of Excellence School. I have discussed the outline plan for the next academic year and a copy is included in this report.

Advisor: Paul Burnett

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

Joe McCann MBA NPQH
Director of Inclusion Quality Mark (UK) Ltd
Headteacher’s Self Evaluative Commentary:-

Our school’s context

Socio-economic factors:-

- Holte Visual and Performing Arts College is an outstanding (Ofsted Section 5th September, 2012). 11-18 community school set in the inner city area of Lozells, one of the most deprived areas in the country.

- Our school serves an ethnically diverse and culturally rich, predominantly Muslim, community and has the highest multiple deprivation index of all Birmingham schools.

- Lozells is the first point of settlement for many economic migrants, refugees and displaced persons. The demographic trend is for economically successful families to move out of the area, leaving the most vulnerable behind.

- Many of our pupils are in the first generation of their family to receive secondary education.

- Over 90% of our parents have no experience of Further or Higher Education.

- Unemployment is the highest in the city with the 18-25 year old group having particular impact on attitudes in school.

- 'The combination of poor housing, overcrowding, poverty, unhealthy diet and limited physical/recreational activity contribute to high levels of physical and mental illness' (Birmingham CAMHS).

- The rise of the drug culture has increased levels of mental instability and extreme violent crime.

- Whilst successful SEND interventions have resulted in percentage of pupils on the SEND register reducing from 52% to 30% during the past four years this percentage remains well above the national average, as is the number of our pupils (in excess of 90%) who speak English as an additional language.

- Within this context lies a great deal of achievement and partnership with our parents and the wider community, the partnerships being reflected, for example, in

  - Our gaining of the Parent Partnership Award in 2011.
  - The fact that our NEET figures have declined for the third consecutive year, to 4%.
  - The success of the Fircroft Family Literacy residential course held in June 2011 and October 2012 for families of vulnerable children, which aims to help parents and carers support their children’s learning at home.
  - The endeavours of our school in achieving the Inclusion Quality Mark (May 2012) in an outstanding combined campus bid with Lozells and Mayfield Schools – a
partnership approach which is at present unique in the history of this award and resulted in our school being recognised as a centre of excellence by IQM UK.

- Our excellent links with industrial partners and local training providers.

- The energy of our school’s pupils and staff is remarkable and we strive to make a reality out of our vision to bring excellence to the inner city. (See IQM final report)

Distinctive features of our school:-

- Holte School moved into new, purpose built premises in February 2011, being co-located with Lozells Junior and Infant School and Nursery and with Mayfield Special School.

- Our school has a strong history of taking a leading role in partnerships with others.

- Holte is a National Support School, and our Headteacher is both a National Leader in Education and a Fellow of the National College for School Leadership. In the past our school has given exceptional support to Streetly School in Walsall (2006), Cockshutt Hill School in Birmingham (2009) and Castle Vale School in Birmingham (2010).

- More recently, following a request from the local authority, in November 2010 our Headteacher was appointed as Executive Headteacher at Lozells Junior and Infant School and Nursery. Since then, that school has moved from one given a Notice to Improve quality and standards, to one judged to be good in its 2011 Section 5 Ofsted inspection, with key aspects of its leadership and capacity for further improvement being judged to be outstanding.

- Ofsted noted the outstanding contribution that Holte School had made to this ‘impressive’ improvement, observing that this partnership had been key to the rapid improvement.

- Holte School has also been leading Blue Coat Secondary School in Walsall since April 2011, Croft Primary School in Walsall since January 2012, and Birchills Primary School in Walsall since September 2012. Birchills Primary School was taken out of special measures in February 2013 during an HMI monitoring visit which was turned into a Section 5 inspection. The final Ofsted report found Birchills to be good in all categories and commented that “The outstanding quality of external support has given senior leaders the capacity to lead the school successfully” (See Birchills Church of England Primary Community School Ofsted report 26-27 February 2013). Holte is now the co-sponsor of the new Blue Coat Church of England Academy and in the process of sponsoring Lozells School.

- With respect to our partnerships with others:-
  - We share a range of facilities with Mayfield and Lozells Schools.
  - Many of our sixth form pupils support the learning of pupils at these schools.

- We have developed very close and productive links with other primary schools and with third sector partners.

- As a former specialist Visual and Performing Arts College, Holte maintains its capacity to meet all the criteria for High Performing Specialist School status.
Our status as a specialist Visual and Performing Arts College has been a key driver in our work to raise expectations and standards, and is a major strength of our school.

As an arts college, we are effective in enriching learning in and through the arts, the very positive influence of the specialist subjects being all-pervasive and deeply embedded across the curriculum. A good deal of the work done within and through the arts across the curriculum is outstanding, being both innovative and visionary.

We were awarded Artsmark Gold status in 2006, renewed in 2009.

Many of the developments that have taken place within the school in relation to our specialist status have been disseminated at national and international levels.

In response to parental demand, Holte School established a sixth form in 2009, and was designated an 11-18 school from 2011. The sixth form has appealed very much to our pupils, who know and value their school. This is reflected in the fact that numbers in the sixth form have continued to rise, and that several students who initially undertook courses with other providers, in some cases continuing for a full year, have returned to Holte and achieved outstanding results. We are increasingly attracting students from other schools. We currently have 213 registered Post-16 learners.

We are working in partnership with Lozells Primary School, Pupil School Support and Birmingham City University to develop fully accredited Teaching Assistant/SENCO SEND training units that will be delivered at Holte and Lozells Schools from September 2013.

Aims and Aspirations of the school in developing Centre of Excellence status:-

To continue to work together as a caring community with pupils, parents, governors and outside agencies to provide exemplary learning experiences, opportunities and pastoral care for all of the young people in our school.

To respond appropriately to the individual needs of our pupils by providing strategic support through raising awareness of need, appropriate staff training and effective provision and resources for our pupils.

To share our support, skills and training with other schools.

To ensure that pupils with SEND receive their full entitlement to the best possible support in school. For all staff to provide a purposeful learning experience where our young people are happy, cared for and appropriately challenged and stimulated.

To support our EAL pupils throughout their school life and transition to further training or employment. For our school community to be fully inclusive, with shared goals and aims for individual achievement and success.

To create and foster an environment of respect and openness where our school community can provide excellent inclusive support for our young people.
To provide a structured support system with clear steps and guidelines for teachers and support staff. To ensure that staff are appropriately trained and experienced to share and improve inclusive practice throughout all curriculum areas.

To provide a personalised curriculum in response to the learning profile and pastoral needs of identified pupils.

For our school to work alongside other agencies, to plan and provide additional support groups for pupils with social and emotional needs where appropriate.

For all of our staff to be included in training to support individuals with specific needs and requirements, and therefore ensure a consistent and supportive response to enable progress.

To provide clear and effective communication about pupils’ SEND and appropriate targets and provision to all teaching staff in school.

To carefully track pupils’ progress and amend support and provision according to changing need.

To constantly review and evaluate our support systems in line with the SEND Code of Practice requirements and to reflect the ethos of our inclusive school community.

To ensure clear and thorough planning at all levels to target individual needs and ensure appropriate support, differentiation and challenge for all.

For our pupils to share and celebrate their achievements in a secure and respectful environment.

To constantly strive for excellence in all areas of inclusion, with an enthusiastic and motivated staff who respond appropriately to the needs of our pupils.
### Element CE1 Sustain and develop inclusive practice

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<th>Capacity</th>
<th>Points to Consider</th>
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| The focus of this Centre of Excellence assessment at Holte is their work to support other schools in sustainable improvement journeys including the development of effective inclusive practice. A key foundation for this work is the effective inclusive practice in Holte itself. The range of key strengths that were identified in the IQM Assessment in May 2012 have not only been sustained but developed. As one person said “Nothing stands still at Holte – we are constantly striving to improve and move to the next level”. They succeed in this quest. | • Extending the ‘continuum’ model to include numeracy as well as literacy.  
• Continuing to develop areas of expertise in relation to emerging pupil needs such as the Dyslexia Friendly Teaching Strategies initiative and focus on children on the autistic spectrum. |
| The strengths that support the sustainability and development of effective inclusive practice within Holte include:                                                                                                           |                                                                                      |
| • Strong and visible leadership and management of inclusion from the Executive Headteacher, the senior leadership team, the SENCO and across the whole organisation;                                                      |                                                                                      |
| • A collective approach through which all staff play their part in delivering an effective delivery of inclusion across the curriculum;                                                                                 |                                                                                      |
| • A clear strategic framework within which inclusive practice is delivered based around the ‘Continuum’ model and detailed ‘provision mapping’ for students on School Action, School Action Plus and those with statements; |                                                                                      |
| • Clear and well understood inclusive practice and procedures delivered by highly skilled teachers and teaching support assistants;                                                                             |                                                                                      |
| • Robust tracking, monitoring and evaluation of the impact of inclusive   |                                                                                      |
strategies and practice on pupil learning outcomes;

- Excellent communication and engagement across the organisation and with external agencies – for example the City Council’s Pupil Support Services;

- A real focus on sustainability and practice that secures long term impact in terms of student learning and outcomes;

- A robust focus on community and family dimensions of inclusion including Family Support and Family Learning initiatives targeted on creating positive environments to support all pupils’ learning.

There is significant and wide-ranging evidence of the impact of these strengths on performance outcomes. In 2012 Ofsted stated that ‘The school has eliminated the national attainment gap for pupils whose circumstances make them vulnerable to underachievement, demonstrating exceptional equality of opportunity for all’. The achievement of pupils is outstanding. Whilst prior attainment overall is lower than the average at Year 7, they are attaining above-average levels of attainment when they leave in Year 11. The % of pupils attaining 5A*-C grades including English and Maths has risen faster than the national average and currently stands 67%. The attainment of children with SEN – whether school action, school action plus or those with statements – exceeds national average point scores at GCSE. Pupils with EAL achieve exceptionally well. In 2011 98% of students securing education, employment or training places at 16.

These foundations of outstanding inclusive practice within Holte form the basis of the effectiveness and impact of their support to other schools in developing and delivering improvement and high levels of inclusive performance elsewhere.
The model of ‘school supporting school’ that has been developed has proven to be strong both in terms of impact on performance and sustainability. This is outlined in greater detail in F2 below but the outcomes of this collaborative work with schools in challenging circumstances is evidenced both by the speedily secured improvements in Ofsted judgements and the increase in levels of progress and attainment secured including that for pupils with SEN and other additional educational needs. As is set out below this is a powerful model in terms of its significant impact, in the main, through existing personnel and students – a fact that within itself suggests that improvement will be sustained and is not transitory.

Holte positions itself to be at the leading edge of creative and innovative inclusive practice – whether this be through utilising solutions that have been proven to be successful elsewhere or by developing in-house programmes in response to assessed pupil need. Examples include:

- The School Help Advice and Reporting Page (SHARP) that provides an on-line reporting system for pupils experiencing bullying or safeguarding risk and secures immediate response to these issues;
- The SLEUTH system that logs both positive and negative behaviour patterns and enables trends in pupil behaviour to be monitored and analysed to inform future targeting of behaviour improvement strategies;
- Pupil Incentive Project which has been a one year project focusing on what motivates Year 11 students in relation to coursework, attendance, behaviour and homework specifically in English, Maths and Science.

Proactive and targeted activities around behaviour and attendance and family support and learning have secured significant impact in terms of outcomes. For example attendance is well above national averages at 94.5% and a persistent absence rate of 5.4% again exceeding the national average figure. Attendance at parent evenings is high at 85%+. Outstanding judgements on the quality and effectiveness of behaviour support have been given in the last three Ofsted
inspections evidencing that the school sustains and develops its performance over time.

A further strength in terms of developing and sustaining effective inclusive practice is the focus on family and community support that is designed to better engage and support parents with a specific focus on better supporting their children’s learning. This is delivered through a Home-School Links team under the management of the Deputy Head (Inclusion). An example of provision identified during the assessment is the Family Learning residential programme delivered through Fircroft College and targeted at parents and children entering the school at Year 7. In addition there is a range of family learning opportunities provided, primarily after school and including cooking, health improvement, jewellery making.
### Assessment Report

<table>
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<tr>
<td>CE2</td>
<td>As one member of staff put it “Growing our own, ensuring effectiveness and then sharing the expertise elsewhere” is how things operate at Holte. Mechanisms to disseminate good practice are strong both within the school and in its external support to other schools that seek improvement. Within the school there is a range of approaches deployed to ensure effective dissemination and communication in support of continual improvement in inclusive practice. At individual pupil level there is highly effective sharing of information and communication between all staff within the school and with external support services including the Pupil Support Service. Key to this success is the ‘Blue Folder’ and ‘Provision Mapping’ that create holistic profiles of pupils, their needs, their support and their progress that enables all that are working with the young person to maximise their impact. Teaching Assistants play a pivotal role in these processes and create an ‘engine room’ from which the whole system operates. Inclusion features on the agenda of all Departmental and senior leadership meetings securing whole-school engagement with the agenda and effective review and reflection on performance supported by solution-focused consideration of future strategies to secure continual development and improvement. In addition the SENCO brings together representatives from across the school in Inclusion Impact Meetings again focusing both on analysing the impact of existing strategies and action plans and on formulating new solutions to emerging challenges – for example initiatives relating to dyslexia support and supporting the needs of pupils on the autistic spectrum. Full pastoral meetings are held every month bringing together staff from inclusion, behaviour and attendance support, learning support and family support – again providing a forum for effective communication, sharing of information and co-ordinated planning and delivery of new initiatives.</td>
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| Points to Consider                                                                                                                                                                                                                                                                                                                                                                                                 |
|----------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| ● Working with a higher education provider to produce a research piece analysing the collaborative approach to school improvement modelled by Holte/Lozells both to analyse the reasons for significant success and present a model for adoption elsewhere. |
Key to this assessment is the wealth of evidence of success in supporting other schools to improve. During the assessment I had the opportunity to meet staff at two schools that have been supported by Holte and Lozells – the Bluecoat Academy and Birchills Primary School in Walsall. Support has been provided beyond these schools beginning with Holte’s support of its immediate neighbour Lozells Primary School and has extended to include, for example, Croft Primary School also in Walsall.

The success of this cross-school support has been astonishing. Lozells Primary School moved from Notice to Improve (November 2010) to Good (2011). Birchills Primary School moved from special measures (November 2012) to Good (March 2013). Bluecoat Academy moved from notice to improve to satisfactory with elements of good practice.

Key elements of the success of these support programmes are:

- Accurate and holistic assessment of the improvement needs of the partner school;
- Absolute clarity about key priorities for improvement supported by a focused and targeted plan of action to secure improvement;
- Achieving a delicate balance between presenting models of success (e.g. ‘Continuum’ and ‘Provision Mapping’ for SEN) and enabling the partner school to contextualise change to their own particular circumstances – avoiding a sense of imposition but rather creating a feeling of enablement and empowerment in the receiving institution;
- Encouraging and enabling schools to adapt models to their own circumstances;
- Utilising the strengths of Holte/Lozells leaders to drive improvement whilst empowering existing staff to become effective, developing their competence and confidence to maximise improvement and impact on pupil outcomes – it is important to emphasise that the significant improvement secured in partner institutions has, in the main, been achieved with existing staff and not through mass-change in personnel;
- Robust and effective mentoring, coaching, guidance and support in key positions – for example the work of the Assistant Headteacher (Inclusion) paired with SENCOs and senior leaders responsible for inclusion
- Delivering robust CPD experiences particularly for Teaching Assistants to secure improvements in inclusive practice and to maximise pupil attainment and achievement;
- Providing linked activities between schools – e.g. linked Sixth Form curriculum with Bluecoat Academy; shared CPD programmes; Young Leaders conference for students; joint schools council meetings; joint sports days.
- Working across primary and secondary schools is building a strong foundation for significant improvement in outcomes for children and young people particularly where there are linked ‘catchment’ areas.

The strong message emerging from my meetings with staff in schools supported by Holte and Lozells was the feeling of enablement and empowerment and a real sense of renewed confidence in their own competence and skill to secure improvement. This was particularly strong amongst Teaching Assistants in all the schools that I visited – all of whom report clarity about their role, recognition of the importance of their role, increased confidence and competence in undertaking their role and a feeling that they were now experiencing success for themselves and their pupils.

The positive impact of this support is clear not only in the improved external inspection judgements secured in very short periods of time but also, and perhaps more importantly, in:

- Improved progress and attainment for all pupils and evidence of gaps being narrowed between vulnerable learners and others;
- Improved behaviour and attendance;
- Stronger home-school relationships with engagement of families in their children’s and their own learning;
- Improved performance of staff, particularly teaching assistants.
As a member of staff at one of the schools visited put it: “Without the support from Holte we would not be where we are now”.

This last statement related specifically to the support provided to the SENCO in the school and it is important to draw attention to the unanimous praise that was given in supported schools to the impact of support on inclusion from the Associate Deputy Head at Holte which has not only been of high quality but has successfully secured change and improvement.

An important development to recognise in this element of the assessment is the fact that those schools that have been the subject of support swiftly move to a position where they can support others – this has been true in Lozells but all the schools supported are now beginning to host good practice visits for other schools and beginning to shift from supported to supportive. A true sign of success!

A vehicle through which Holte has secured both internal and external quality and performance is through targeted CPD initiatives to ensure staff have the skills and competences to maximise impact on pupil outcomes. An example is the recent development of a Teaching Assistant Diploma in Professional Development (Level 4) which has been developed as a collaborative venture between Holte, Lozells, Mayfield, the City Council’s Pupil Support Services and University College, Birmingham. The Holte SENCO is a mentor on this programme and Holte will be providing placements for participating Teaching Assistants.

Birmingham City Council’s Pupil Support Services (PSS) recognise Holte as a quality provider of inclusive education that maximises impact on outcomes for students. PSS signpost practitioners in other schools across the City to this practice and encourage/facilitate visits to observe and engage in the outstanding practice that is in place. Holte thus enables and supports improvement and development across the authority and beyond. As one person from the Local Authority described it “Holte is a first call when looking for support for others”.

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<td>Element CE3 Classroom practice</td>
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<tr>
<td>The high levels of overall pupil performance and, most importantly in the context of this assessment, the performance of pupils with special or additional educational needs, reflect an outstanding level of classroom practice and delivery.</td>
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<td>The ‘Blue Folders’ create a holistic picture of each pupil and contain a comprehensive range of information that is accessible to all staff working with the child. This includes the pupil’s profile, their position on the continuum and the progress that they have made, their IEP and other planning documentation and record of any tests undertaken. The folder also provides information about what has been seen to work with each pupil to provide guidance and support to staff working with them. Provision Maps are drawn from this information that are available to all staff and are hyper-linked to IEPs and strategies that are effective with individual pupils.</td>
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support learning. Excellent use is made of ICT both in terms of provision for all pupils but also in terms of specialist support to those with special or additional educational needs. Classroom/learning zones are set up to secure equal access for all.

It is important to recognise the impact of behaviour and attendance support programmes and approaches on effective classroom practice at Holte. There is a wide range of initiatives, outlined in other parts of this assessment report, that are deployed to secure high levels of attendance and behaviour and to address factors that can negatively impact on student learning and progress.

A quote from the Ofsted report of 2012 perhaps serves to emphasise why classroom practice at this school merits award as a Centre of Excellence:

‘Teaching and learning over time are outstanding. This is because teachers know their pupils very well individually, and prepare lesson activities that are well matched, but challenging, to their pupils’ learning needs. Pupils respond eagerly as a result, contributing substantially to their learning by asking questions and staying focused on the tasks required.’

The outstanding practice identified in this statement has positioned Holte School effectively to support others to achieve similar quality of delivery. Consistently in the interviews with staff from schools that Holte has supported staff commented on the importance of the schools ability to model outstanding practice in similarly challenging socio-economic circumstances thus raising the credibility and potential impact of their support to others. Most powerfully this message was communicated by Teaching Assistants who, having observed practice in Holte/Lozells both understood what outstanding looked like but were able to recognise it was achievable in their own circumstances. This is one of the real strengths of the school to school support model developed at Holte – having themselves developed and delivered outstanding practice and outcomes for students in challenging circumstances enables them to present a credible and inspiring approach from which others can launch their own improvement agenda.
### Assessment Report

**Element**

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<tr>
<td>CE4 Evaluation of impact</td>
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**Points to Consider**

- Review and reflection – constantly testing impact and seeking further performance improvement – permeate professional practice at Holte whether this be individual staff assessing pupil’s progress, teams of staff assessing strategies, polices and practice that have been implemented, whole-school reflection on performance or cross-school review of performance and improvement in their work with other schools.

At individual pupil level the Blue folders provide extensive evidence of assessment and review of the effectiveness of intervention strategies on both progress and attainment levels achieved by students.

Within the school there is a range of forums within which evaluation of impact is a core part of the meetings’ agenda. For example:

- The team of teaching assistants have briefings on a daily basis that include testing of strategies that have been deployed with individual pupils and their effectiveness;
- The Inclusion Impact Meeting which includes a representatives of all departments across the school includes reviews of strategies implemented and consideration of new ways of working that can then be cascaded across all parts of the institution;
- Cross-school Pastoral Meetings held on a monthly basis.
- Forums to support innovation and creativity in formulating new solutions to challenges identified;

In addition there is real evidence to show the school researching and identifying effective practice elsewhere so that the school remains abreast of new strategies and practice that have been successful in other settings. Examples include the SLEUTH system and the SHARP system.

As stated in CE2 above it is worth considering working with a higher education provider to produce a research piece analysing the collaborative approach to school improvement modelled by Holte/Lozells both to analyse the reasons for significant success and present a model for adoption elsewhere.
Steps are taken to engage students in the evaluation of impact. Students are actively engaged in setting their own learning goals and in assessing their own progress. There is a student council that meets regularly to enable pupil voice to play its role in decision-making in the school. Holte runs a survey of every pupil that asks them about their own education and welfare based around the five ‘Every Child Matters’ priorities that is then used to inform future plans for improvement. One example of the impact of the outcomes of this survey was the renewed focus on anti-bullying.

A further example of evaluation observed during the assessment was the work undertaken to test the effectiveness of the family learning and support work undertaken by the school. I had the opportunity not only to examine the almost unanimously positive evaluations submitted by parents attending these programmes but also to see the impact these evaluations had had in terms of future planning and delivery of the programmes.

There is a strong and comprehensive focus at Holte on monitoring performance and evaluating impact – and on acting on the outcomes of this quality assurance and performance management activity. As one member of the senior leadership team put it “It is not just about having the information – it is acting on it to improve outcomes for our pupils”. An example to evidence this is the impact of the Pupil Incentive Project on investment plans for Pupil Premium in the coming academic year.

The effective strategies developed within the school to evaluate the impact of school improvement and inclusive practices are now being translated into effective mechanisms to evaluate the impact of activity in other institutions. It was clear from interviews with staff in partner schools that the quality assurance and performance management strategies developed at Holte are being adopted and appropriately adapted in support of their own school improvement agenda. Holte has delivered an effective process to build schools’ capacity to achieve this starting with a modelling of the approaches that are then adapted to the particular circumstances of the school receiving support and concluding with the enablement and empowerment of personnel to undertake the evaluation themselves.
## Assessment Report

### Element CE5

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<tr>
<td>As stated in CE4 above Holte School secures a major focus on reviewing and reflecting on the strategies, polices and practice that it has implemented in support of improved outcomes for learners both within its own provision and in that made by the schools it is supporting. There is a range of ways in which this is recorded and written up that will enable the school to share its success across the IQM community. First there are detailed and robust records of individual pupil intervention strategies contained with the Blue Folders and Provision Mapping documentation providing evidence of what works in addressing pupil needs. Second there is an extensive body of evidence and evaluative reports on both specific programmes and projects developed and implemented within Holte and delivered in other schools. One example is the ‘Inclusion Matters’ publication that provides an annual report of the key strands of activity that have been undertaken in the previous year and their impact on performance – specifically in terms of pupil outcomes. Third there is a range of information available relating to the impact of school improvement programmes delivered in other schools. Fourth is a range of papers outlining key programmes and projects devised and implemented in the school for example, the plans for the TA Level 4 programme, the CPD programmes that have been delivered to support TA effectiveness in other schools, the Pupil Incentive Project, SLEUTH and SHARP. Finally there is a range of reporting in collaboration with partners such as the Pupil Support Service, the Adult Education Service and partner agencies reporting and evaluating the effectiveness and impact of programmes.</td>
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## Element CE6

### Capacity

Beyond the formal school improvement support that is the key focus of this Centre of Excellence assessment Holte School has engaged in a range of networking and support initiatives at local, regional and national levels.

The school has led and supported a range of inclusion initiatives across the local authority area in Birmingham, in neighbouring local authorities and at national conferences.

These activities have covered a range of areas of inclusive practice including:

- SEN
- EAL
- Access
- Behaviour and Attendance
- Community Engagement
- School to School Support
- Continuing Professional Development

Individuals within the school are regularly invited to contribute to conferences and forums. For example the Assistant Headteacher (Inclusion) who holds the designated safeguarding lead role has recently contributed to a national safeguarding conference for schools.

A range of examples of effective partnership working with external agencies was identified during the assessment including:

### Points to Consider

The school is eager to consider ways in which it might engage with the family of IQM accredited schools to further develop and strengthen inclusive practice and to apply the learning it has gained from its school improvement work in the local area to the wider national network of IQM.
- Birmingham City Council Pupil Support Services
- West Midland Police – for example the Police Liaison Panel is held at the school
- University College Birmingham in relation to the development of the TA Level 4 Training Programme.