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Mr G Mason  
Headteacher  
Matthew Arnold Primary School  
Dingle Lane  
Liverpool  
L8 9UB

Dear Mr Mason

Ofsted subject survey: identifying good practice in inclusion

Thank you for your hospitality and co-operation, and that of your staff, during my visit on 22 February 2008 to look at work in inclusion.

The visit provided valuable information which will contribute to our national evaluation and reporting. If information from the visit is used for subsequent exemplar materials individual institutions will not be identified in the main text without their consent.

The evidence used to inform the judgements made included: discussions with staff and pupils, analysis of documents and records and observation of four lessons and intervention groups.

The quality of inclusion was judged to be outstanding.

Features of good practice observed

- The headteacher, governors and senior leadership team direct the work of this recently built school with a very strong inclusive vision. This vision is based on every child achieving as much as they can, using the combined resources of a facility that embraces a primary school, a children's centre, a speech and language unit and an assessment centre for children aged 3 to 7 years with more complex needs. The school's leaders have established a common purpose between these providers and they work very closely together to meet the needs of the children, wherever they are educated.
- All groups of pupils make very good progress because of the way the school combines strong teaching with very well planned support for pupils who are underachieving or who have a learning difficulty and/or disability.

- Central to the strong teaching is very effective use of assessment. Teachers plan work that meets the needs of all pupils. They help pupils to accelerate their progress by giving them clear success criteria for their work and by enabling them to assess for themselves how closely they are meeting these criteria.
- The school has a very strong emphasis on the early identification of barriers to learning. Staff in the Foundation Stage work in very good partnership with local support services, and the assessment centre, to identify precisely the individual needs of children requiring additional support, and to plan how best to meet these needs.
- The school has a very good method for tracking pupils' progress towards their targets. Teachers use this to promptly identify any pupils at risk of falling behind so that suitable additional support can be provided for them.
- Each pupil receiving additional support has a personal plan containing very precise short-term targets directly related to their individual needs. The pupils' progress against these targets is evaluated rigorously.
- A learning mentor skilfully supports those pupils whose barriers to learning are related to their social and emotional well-being.
- Pupils with a learning difficulty and/or disability in the speech and language unit or assessment centre make very good progress. This is because a high level of care is combined with well planned activities for raising achievement in basic literacy and numeracy skills. The excellent partnership between the school, the unit and the centre enables the sharing of skills and resources to better meet the needs of pupils requiring additional support, wherever they are being educated. It also enables the pupils to move easily from one context to another as their needs change.

#### Areas for development

The visit has not identified any areas for development other than those that the school is already working on. These are:

- further developing teachers' use of assessment
- providing additional challenge for higher attaining pupils.

I hope these observations are useful as you continue to develop inclusion in the school.

As I explained previously, a copy of this letter will be sent to your local authority and will be published on Ofsted's website. It will also be available to the team for your next institutional inspection.

Yours sincerely

John Rutherford HMI  
Her Majesty's Inspector