



Assessor's Evaluation for the IQM CoE Award



School Name: Greenfields Community Primary School
Taylor Avenue
Newcastle
Newcastle Upon Tyne
NE13 6NB

Head/Principal: Ele Dobson

IQM Lead: Gemma Robertson

Date of Review: 1st December 2020

Assessor: Kevin O'Neill

IQM Cluster Programme

Cluster Group - Trail Blazers

Ambassador – Max Kelly

Date of Next Meeting – TBC

Next Cluster Group Meeting Focus: TBC

Summary of Targets from 2019-2020

"Children deserve the highest quality teaching and learning experiences to enable them to begin their learning journey effectively."

Target 1 - To improve the quality and impact of reading interventions across KS1 and KS2.

KS2 classes have applied reading sessions (11.20am-11.45am) daily to increase the importance and profile of reading in the classroom and to improve the proportion of children in 'the green' for B&A and H/S increases compared to previous years.

KS1 RWI session slot changed so it coincides with the applied reading sessions in KS2, this ensures fluent transition. Children in Reception and KS1 are reassessed so we can ensure they are in the correct group. Children reassessed every 6 weeks to ensure they are making the desired progress and are moved groups accordingly. The school have invested in new RWI books that better suit the current needs of their children and families, evidence shows that this has supported reading at home. Confidence in staff when teaching is apparent. The books that staff are using as class readers, in Book Talk sessions and in English lessons, show that the training put in place has been a success. Each class has a reading corner, individualised to the age of the children, installed with spine books and age-appropriate texts. The school also uses the local library service to



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lend topic specific books every half term, for example, history, science, that the children can use within the classroom and can take home if they'd prefer.

Both staff and children have clearly developed a love of reading and are able to describe what they have read, likes and dislikes and make links to other books. This can be seen through pupil voice, reading recommendations and evidence in reading corners. Children's fluency has improved, this can be shown in their confidence not only when reading aloud but also when telling stories to their peers and adults alike.

Area for Development:-

- Due to the current situation, the school haven't yet been able to see the full impact or forensically measure the raised profile of reading and the desired effect of reading interventions across KS1 and KS2. The school need to continue to monitor this target to assess whether the impact of this is raised reading levels in KS2 SATs and increased level of Expected at end of KS1 reading and writing.

Target 2 - To disseminate and share good practice supporting children's emotional wellbeing and mental health.

Prior to school opening, parents were informed of the school's opening plans via email, text, the website and on social media to reinforce the key points of the risk assessment. The school rightly decided upon a recovery curriculum that is based upon taking as much learning as is practically possible out of the classroom into the outdoors. There is convincing research that suggests that good quality learning outside the classroom adds significant value to children's learning. Effective learning outside the classroom relies on problem solving, cooperation and interpersonal communication skills. The school have designed a progressive outdoor learning curriculum that supports children to refresh and re-establish lost social interactions and skills, essential qualities for lifelong learning.

The use of THRIVE baseline assessments in all classes to establish if and where children have developed deficits within attachment, self-regulation and emotional development and therefore how best to address these deficits. This is outstanding practice and demonstrates a high level of strategic inclusive thought.

Children are encouraged to think originally about what they have learnt and how to apply their learning between different situations. At Greenfields the recovery curriculum has child voice at its centre. The staff recognise that all of their children will have had vastly different experiences of school closure. They put in place plans that meant they were able to support children who needed time and space to process their experiences, as they knew that without this they would not learn effectively. Building upon the strong open links with parents in the community was vital in ensuring this part of their recovery was effective. Identified children have been working and continuing to work through individualised THRIVE programmes throughout the year.



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Area for Development:-

- The school have reflective future plans to expand the THRIVE initiative allowing for more children to benefit from the skills and practice of their trained staff.

Target 3 - To train/refresh support staff in Lego Therapy training across the school.

Catherine Burgess from Language and Communication delivered Lego Therapy training to all support staff. This has enabled Lego lunchtime clubs for all year groups to proceed on a rota basis. A Lego Therapy flowchart was created to assess which children need Lego Therapy and to ensure those children who need it are offered it. This systematic approach enables the support to go to those children most in need (see main report). I met with representatives from outside agencies which the school engage with: Language and Communication Specialist and Educational Psychologist, both working with the school on service level agreements and both spoke highly of the levels of expertise, professional trust and willingness to engage. The school in turn values the input of outside professionals and always provides a key contact within the school, appropriate meeting rooms and gives in-school staff the chance to observe/discuss and share information with these professionals.

Area for Development:-

- Catherine Burgess and the school will continue to progress the initiative further once COVID-19 restrictions allow.

Additional recommendations for Development

1. Celebrating Centre of Excellence Success

The Centre of Excellence Award is a fantastic achievement and it is something that the whole school community can be proud of. Have a celebratory day with all stakeholders involved (even virtually) to mark the accreditation.

2. Social Media

The sharing of best practice with other schools nationwide might be best achieved through the maximisation of the school's twitter account. Networking with other IQM schools and the family of Cluster Schools may prove to be mutually beneficial.

3. Cluster Work

To deliver a maths and English curriculum that allows children to cover the objectives they have missed, as well as the objectives they need still need to meet. Share this work with cluster schools.

4. Recovery Curriculum

To ensure that all children are supported back into education with a focus on their mental health and wellbeing. Brilliant first steps on this journey, evidence every step of the way.

5. Parents and Community



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To support parents' mental wellbeing, as their children return to school in September and engage them effectively in school life. Utilise keen members of staff who have already made a difference in this area. Great way to develop leaders by connecting with parents.

The Impact of the Cluster Group

The fantastic Trailblazers cluster group is an outstanding example of what Centre of Excellence schools can achieve by working together with IQM. COVID-19 has restricted cluster sessions for all schools over the last 9 months, but it is hoped that the sharing of good practice can go on between schools online in the winter and spring months.

Greenfields active involvement in the cluster also widens the potential for action and development by recognising and sharing strengths and diversity with other inclusive schools.

Overview

Greenfields Community Primary School is a larger than average, vibrant and forward thinking primary school situated in wide open in the North West of the Borough of North Tyneside, bordering Northumberland and Newcastle. Greenfields is a place where children and their community are at the heart of all that happens, a place where every individual's ability is recognised, developed and rewarded. Pupils make good progress from their starting points and attain well across a broad range of subjects in comparison with schools nationally. They are committed to providing an exceptional standard of education for their children and as a result encourage them to develop an understanding of how they have gained the knowledge they have. Greenfields Community Primary School is well equipped with a large hall and stage, a gym and access to a privately run swimming pool on site. The site is well-equipped and they have extensive school grounds which supports the staff in delivering a whole curriculum rooted in the benefits of outdoor learning.

I had the privilege of assessing Greenfields Community Primary School via a series of online Zoom meetings. It is a warm and welcoming school where exceptionally well behaved, enquiring pupils enjoy a broad and outward looking education. Greenfields Community Primary School is a school that proudly caters for the educational needs of all the children that walk through its doors. It is a strong school community united behind a core purpose and goal, to do the very best for all the children in its care.

Greenfields is a thriving school, one with a happy, hard-working community, with our children at its core. They continually demonstrate a whole-child approach to Teaching and Learning. This means they strive not only for the high academic standards, but also for the development of each child's social, emotional, behavioural, moral and communicative skills too. On offer for every child is a carefully structured, varied and exciting curriculum designed to engage and enthuse their learners, inspiring them, to begin a lifelong thirst for discovery and knowledge. The school community are housed in a beautifully maintained building. The environment created inside the building is welcoming, with neat furniture, a well-stocked school library and state of the art IT resources. Children benefit from being surrounded by nature. The serenity of the local



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environment is replicated within the school where the business of education, with highly successful outcomes, happens with skill, determination and an outward looking perspective for both staff and pupils.

There were anecdotal opportunities for me to observe the interaction between the children and all staff. It was clearly evident that mutually respectful relationships exist which reflect the invitational and inclusive ethos which the Headteacher and her team are very proud. The staff team are dedicated, talented and enthusiastic about providing the best primary education they possibly can. The Governing Body is committed to continual review and constructive challenge in order that all are held to account in order maintain high standards and effectively identify and rectify areas for improvement. Inclusion is regularly part of the agenda on Governor's meetings. At each meeting the Chair of Governors ensures that a child-centre inclusion agenda is maintained and continually improved upon.

Led by the Headteacher, there is evidently a collegial approach to school improvement that is based on a clear, shared and child centred vision. The inclusion agenda and the Equalities Act framework of 2010 are wholeheartedly supported through an ethos of well embedded values and there are good structures and systems in place to ensure an open dialogue with all stakeholders to continue to improve the experiences for all pupils. I was particularly impressed by the 'extra mile' taken by staff to provide outstanding opportunities for all pupils to develop their skills and interests beyond the formal aspects of the school curriculum. At Greenfields Community Primary School, the SLT do not work in isolation. The involvement and commitment of the whole staff are significant reasons for the school's success. The staff have a total grasp of the inclusion agenda and the whole school is geared towards a positive Growth Mindset attitude for all.

The IQM Coordinator and a variety of Senior Leaders have shown themselves to be relentless forward planners, honest self-evaluators and have shown (during COVID-19 no less) that they are prepared to challenge current practice in order to improve outcomes for all children. The school staffing structure reflects the importance that the school place on personal development and the THRIVE programme. The HLTA/TA's that act as THRIVE Practitioners do so brilliantly, in order to support children in social and emotional development. This well ingrained initiative allows for the development of confident, curious, creative and capable children in Greenfields. At the heart of inclusion and working seamlessly are the school's self-evaluation processes, signposting future improvements and their impact on the pupils' learning. The Leadership Team at Greenfields are driven in their pursuit of excellence and high quality teaching and learning.

The IQM Coordinator at Greenfields doesn't take educational inclusion for granted but instead strives to achieve this through a continual process of monitoring, adaption and improvement. The Inclusion Manager scrutinises class data for all identified groups to check where progress is less than good. This can lead to the Plan, Do, Review approach being implemented with children with SEN. The IQM Lead was able to relay how the inclusion agenda in Greenfields celebrates diversity and adapts in response to diversity. She evidenced how inclusion is a process that involves reflection, striving and positive action to counter inequality. She also praised the partnerships that exist with the wider



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community, particularly the parents at the school. The school are well-known for their Out of School Centre, which is an outstanding provision for children from 7.30am until the start of school and after school until 5.30pm. This not only gives flexibility for parents but also allows pupils to engage in social and academic activities before and after school.

In Greenfields Community Primary School inclusion values permeate everything they do. Parents also feel valued for their contribution to the life of the school and in turn appreciate the dedication of all the staff in the education of their children. Parents of children with SEND are continually complimentary about the school, especially about the commitment of the Inclusion Team. Early identification is a strength of the school as parents are on records as having been approached about concerns about their child before they had noticed anything amiss themselves.

The fantastic *Trailblazers* cluster group is an outstanding example of what Centre of Excellence schools can achieve by working together with IQM. COVID-19 has restricted cluster sessions for all schools over the last 9 months but it is hoped that the sharing of good practice can go on between schools online in the winter and spring months. Greenfields active involvement in the cluster also widens the potential for action and development by recognising and sharing strengths and diversity with other inclusive schools.

While the children are encouraged in a positive way, so too are the teaching and support staff. In particular, the appreciation for the teaching assistants is very apparent. In fact, there are aspects of the school's provision that could not happen without the commitment of the support staff. A bespoke training plan was shared with the assessor and shows how the school work with TA's to deliver an impressive program of CPD. Their roles are fully integrated into the curriculum and credit for their work was consistently emphasised throughout the day. The diverse needs of pupils in a school also has its challenges for staff but the emotional attachment to their school community, the enthusiasm, professionalism and hard work are also the foundations on which inclusion is sustained. It was a pleasure to talk with assistants and the pride they felt at working in Greenfields really resonated with the assessor. All staff have availed of opportunities and bespoke training as part of a CPD prioritisation set out by leadership. The training combined with clear commitment from all adults ensures a consistency of approach and means that whichever adults are in school on a given day, the message of openness and tolerance is the same.

The wellbeing of all stakeholders is of great importance in Greenfields. Senior Leaders have created a school with an open-minded, accepting and inclusive atmosphere. Everyone is well cared for and well supported in their respective roles, both professionally and at a personal level. In fact, most people with whom I spoke commented on the positive ethos within the school and numerous comments were made about the growing warmth and friendly atmosphere, happy people and the fun experience in all aspects of school life. 2 teachers impressed this assessor greatly with the work they have put into the schools COVID-19 strategy and response.

At Greenfields, all stakeholders pride themselves on being an inclusive school for all pupils. Staff have high expectations of the outcomes for all pupils. Learners are



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involved in their own learning journeys; they are aware of what they are aiming to learn in each lesson and how they will know if they have been successful. This enables learners to evaluate their own learning, and that of their peers in peer assessment. Where needed, extra support and interventions are started.

The school also runs intervention groups for those children identified as requiring extra help. These groups take place during the afternoons to avoid conflicting with core subjects. The following resources are in regular use:

- Puffin
- Read, Write Inc
- Blast, reading programme
- A variety of Reading interventions
- Makaton signing and Drawing and Talking
- Black Sheep: Assessment of Communication skills
- Leuven Scales: Wellbeing and social involvement
- Thrive programme and Lego Therapy

There was a welcoming and friendly approach from all staff, pupils, parents, and all members of the school community throughout my very enjoyable one-day assessment. Throughout the assessment everyone spoke with conviction and unity of purpose as to the inclusive nature of the school, thereby substantiating the school's impressive review of targets and supporting documentation, which was considered as part of the assessment. I was particularly taken by my conversation with Catherine Burgess from the Language and Communication Team and her work with the children in Lego Therapy. Since the IQM last year, the IQM Lead has trained all of the support staff in the Lego Therapy approach which was to be rolled out across the school. The plan was for the groups to begin and then for staff to have time to work alongside the Language and Communication team to ask questions, develop practice and evaluate how the programme was working. The COVID-19 pandemic has restricted the full roll-out of this intervention, but it is still operational and the children who need it the most are availing of it. She will be providing whole school training where (all) staff will be involved in looking at, tracking and looking for reasons behind different behaviours that may be related to communication difficulties and how to support children who are struggling. The staff will then work alongside the Language and Communication Team throughout the school year to further develop understanding and practice.

Another key to the success of Greenfields is the team's detailed knowledge of the needs of its community and their ever-changing social demographics. Staff consult parents and carers fully and they take steps to ensure the pupils are able to thrive and achieve as well as they can. This involves a high level of tolerance, empathy and support. Communication with families is strong, frequent and effective. The school ensures that all its communications convey respect and value to all types of family. All stakeholders



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have a sense of belonging to the school and inclusion is well embraced so that each pupil is valued for their individuality and can develop their enquiring minds and spirit of curiosity through participating in a range of challenging, fulfilling and happy educational experiences in order to reach their full potential. Transition in to and out of the school and each Key Stage is very well-managed, so that children feel at ease when they transition from one phase to another. Year 6 pupils are well prepared for secondary school.

In summary, Greenfields is an excellent example of inclusive practice, energy and aspiration for all members of the school community. The school employs a range of staff with additional qualifications who share their expertise across the school for the benefit of all pupils. This assessor found them to be exactly as they set themselves out to be, members of a ***thriving school: a happy, working community, with our children at the core.*** Documents were well presented and evidence was in chronicled and well signposted from the IQM Coordinator and her team. The child-centred, distributive and principled leadership of Headteacher and team was seen and heard through the number of interviews conducted over the review. This ensures that inclusion at Greenfields isn't just something that the school does, it is something that they breathe. An educationally inclusive school is one in which the teaching and learning, achievements, attitudes and well-being of every young person matter. Greenfields Community Primary School is one such institution.

The school have detailed their log of actions for the months ahead (many of which build upon the interrupted work from this year). Greenfields have shown that they are committed to ensuring that their children returned to school both physically and emotionally well; they have been well supported and challenged to fall into the 'new normal' routines in school with respect to behaviour and attitudes; teachers' ensured that children were able to relearn forgotten content, be supported to over-learn and become 'more than fluent' in key areas of the curriculum such as early reading, which in turn unlocks the full breadth and depth of the full national curriculum and beyond both in this academic year and in the future. All of the people involved in the school such as staff, parents, outside agencies and Governors share a common vision of making sure that everyone achieves their potential and that everyone is treated fairly.

Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Centre of Excellence status and be reviewed again in 12 months' time.

Assessor: Kevin O'Neill

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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