



25<sup>th</sup> July 2019

Mrs Linda Taylor  
Headteacher  
Greenfields Community Primary School  
Taylor Avenue  
Newcastle  
Newcastle Upon Tyne  
NE13 6NB

**Assessment Date: 12<sup>th</sup> July 2019**

## Summary

My visit to the school, which included a tour of the whole site, with the opportunity to meet both teaching, support staff and pupils, enabled me to confirm the information presented in the SER document. 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 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 addition to the Out of School Centre, the school also runs a nurture group facility at lunchtimes (The Den) specifically aimed at those children who require a quieter environment during play. These facilities, plus The Rainbow Room are all staffed by qualified members of the staff team who are highly skilled in providing a therapeutic and stimulating environment for those children who require such support either short or long term.

In addition to these provisions 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: Well Being and social involvement
- Thrive programme and Lego Therapy

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### Award Offices

#### Inclusion Quality Mark Award

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### Contact

**Tel. 028 7127 7857**

**Fax. 028 7127 7856**

[info@iqmaward.com](mailto:info@iqmaward.com)

[www.iqmaward.com](http://www.iqmaward.com)

### Company Registration No.

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG

The school might like to check out the following as additional resources:

- Emotional Literacy: Assessment and Intervention (GL Assessment).
- Pupil Attitude to Self and School (PASS).

The school recognises the research carried out by the Education Endowment Foundation in the recommendations to use qualified staff and only use resources with a proven and successful track record.

Although the school has an excellent tracking system, designed by the Headteacher, they might like to investigate online resources such as "[mintclass.com](https://www.mintclass.com)" or "classcharts" as an addition to the current system, enabling staff quick and easy access to individual pupil information. The school also asked me to include a reference to Kinetic Letters Handwriting ([kineticletters.co.uk](https://www.kineticletters.co.uk)) "Narrows the achievement gap between boys and girls, Learn through movement and multi-sensory experiences, Physical programme develops concentration and motor skills, Motivating targets and personal challenges, Stories and role play, underpin learning."

In regards to the school meeting the criteria of the Inclusion Agenda as described within Inclusion Quality Mark, 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. The Early Help Assessment Team engages a multi professional approach to the team around the child (See also Kent Local Authority LIFT programme).

The Headteacher is a school development partner with 14 schools across the local area and also works closely with Newcastle University with their PGCE course content. The school has supported local schools (Benton Dean) and has engaged in Stonewall training, uses CPOMS for all their safeguarding recording and tracking.

My discussions with the Deputy Headteacher covered many aspects of the schools direct input for Parents. The following successful interventions and activities are embedded in the schools practice:

- Structured parents forums.
- Regular parental questionnaires (used in determining topics for the forum,) parents able to observe lessons in school.
- Homework system now changed to accommodate suggestions from staff and parents.
- Anti-Bullying sessions with parent videos included on the school website.
- EAF project "Triple P" parenting programme for vulnerable parents and pupils.
- The school Twitter account.

- Nuffield Early Language Intervention: “The Nuffield Early Language Intervention is a 20-week programme proven to help young children overcome language difficulties. It is designed for children aged 4-5 years and combines small group work with one-to-one sessions delivered by trained teaching assistants, targeting vocabulary, narrative skills, active listening and phonological awareness.”

Through this work the school has successfully broken-down barriers with parents who are now trusting and willing to share information. The message to parents has been a very clear one of inclusion: “Inclusion focusses on you as an individual and ensures that you and your children feel part of the whole community and helps to develop individuality and resilience.”

The school has excellent home school communication systems in place including meeting face to face (playground at the start and end of the school day), texting service, direct phone calls, reflection events arranged half termly for parents.

I was also able to speak with representatives from the teaching and support teams who shared the following information:

- Operation encompass: “Operation Encompass directly connects the police with schools to secure better outcomes for children who are subject or witness to police-attended incidents of domestic abuse. Rapid provision of support within the school environment means children are better safeguarded against the short, medium and long-term effects of domestic abuse.”
- Greenfields University on Friday afternoons: Pilates, Yoga, Mindfulness.
- CPD: staff are encouraged to take part in topics linked to subject responsibilities. CPD usually has extended runs (over a half term) to ensure depth of understanding and impact.
- TA’s contracted hours allow for teacher/support staff discussion and planning before and after school.
- Pre Teaching to “High Flyers” prior to lessons (the school might like to check out “Flipped learning is a pedagogical approach in which the conventional notion of classroom-based learning is inverted, so that students are introduced to the learning material before class, with classroom time then being used to deepen understanding through discussion with peers and problem-solving activities.”
- Opportunities to visit other schools and shadow moderate.

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.

Although the school has indicated that they only wish to be assessed as an IQM "Inclusive School" I am of the opinion that their levels of understanding, interventions and expertise place them in line to meet all the criteria of a Centre of Excellence. I discussed this with members of the SLT and have suggested that they now indicate their interest in being considered for COE status. This will require them presenting 4 targets linked to their school development plan for the coming 12 months. I have included the Centre of Excellence criteria for the school to consider and I am totally confident that they would be able to see the rigors of such status:

### **Centre of Excellence Criteria**

- Committed to sustaining the Inclusion Quality Mark ethos through collaborative activities.
- Have demonstrable plans to sustain and develop internal inclusive practice.
- Have good mechanisms to disseminate and share good practice between the schools.
- Have, or are able to develop the capacity to share and disseminate good inclusive practice across a broader cluster of schools.
- Are willing to engage in classroom level research activity that explores inclusive practice.
- Agree to have an annual IQM visit to ratify or validate the progress and develop an annual plan for development.
- Agree to contribute an annual written update of progress against the eight elements as the basis for the annual review.
- Are prepared to contribute to the overall development aims of IQM, supporting the need for expertise or trialing practice.

In my opinion Greenfields Community Primary School meets all the necessary criteria of an IQM Inclusive school and should receive the award. I would also support the school in applying to be considered as an IQM Centre of Excellence, subject to them providing an acceptable action plan for 2019-20 including a minimum of 4 targets related to the above criteria and the school own developed plan. The school understands that as an Inclusive school they will be reassessed in 3 years, as a Centre of Excellence their progress will be reviewed annually against the agreed targets.

My sincere thanks to the staff and pupils at Greenfields for their hospitality and providing me with such an interesting and accurate insight into the enthusiasm and expertise. I found my visit to be both memorable and inspiring.

**Assessor: Mr Dave Stott**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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



## Sources of Data

This assessment report is in addition to the Self Evaluation Report (SER) submitted by the school and references my visit to the school on 12th July 2019. The SER document is detailed and gives a clear contextual description of the history of the school, staffing and current data on attainment, EAL, SEND register. I was able to verify the accuracy of the data through my conversations with key staff members and scrutiny of hard copy and electronic information. I found the presentation of evidence particularly helpful as the SER document signposted me to relevant information and also named key staff members.

During my visit to the school I met with the following:

- Acting Headteacher
- IQM Coordinator/SEND CO
- Members of the Senior Leadership Team
- Pupil Representatives
- Teaching staff
- Outside agencies linked to the school: Language and Communication, Ed Psychologist
- Support Staff

The school also provided me with hard copy examples of:

- Pupil workbooks
- Information relating to the reward system (Personal Bests, token economy system, merits)
- Tracking systems, this is a bespoke version developed by the school which gives accurate information for both teachers in the classroom and also for strategic use enabling appropriate deployment of staff/resources etc
- Attendance and punctuality data
- Headteacher reports to the governors
- CPD records
- Parent Questionnaires
- Summary of teaching and learning assessments

The school website has a dedicated homework and home learning section which gives helpful activities, games etc. This includes video demonstrations of mathematics calculation techniques, handwriting etc



## Element 1 - The Inclusion Values and Practice of the School

There are clear links throughout the school, teaching and learning environments, curriculum topics, staff attitudes and understanding, to the Inclusion agenda. All aspects feed into and are embedded within the schools core values:

- To provide inspirational learning opportunities.
- To deliver an enriched, meaningful curriculum that engages and motivates children.
- To build strong relationships with parents, carers and community partners.
- To ensure children understand their rights and responsibilities.
- To create a safe, nurturing environment.

The staff work tirelessly, with incredible enthusiasm and skill, to ensure that the core values and school policies become everyday practice. There is a total understanding of the Inclusion agenda by all members of staff, teaching and support, and pupils benefit enormously from the opportunities to excel and develop their own interests and skills.

### Strengths:-

- Commitment and understanding by all staff.
- The drive to provide a teaching and learning environment which encourages and celebrates engagement and achievement at every level.
- The school understands the importance of involving all stakeholders in school life, this is reflected in the satisfaction and engagement by parents, outside agencies etc.

### Areas for Development:-

The school has identified several areas for development, which I would support. It is interesting to note that the continued drive towards inclusion and independence continues throughout these plans. The “future proofing” of staff development through up skilling HLTA’s, parents and pupils ensures the continued progress of Greenfields as an Inclusive school:

- SENCO to introduce children support packs to include resources children can access at school and at home. This will be separated into the different areas of needs, so that children will only get the packs relevant to them.
- The Inclusion Team will expand with a member of teaching staff being given the opportunity to support the SENCO in her role.
- Develop TA/HLTA understanding around tracking pupil progress for children they support in class, through intervention or 1:1. This would mean specific time to be given for the SENCO, class teachers and HLTA/TAs to meet specifically about SEND.



## IQM Assessment Report



- SMART target leaflet/goals sheet (ladder – first, then, next) and a checklist to be provided to support staff in their target setting.
- A termly newsletter to be sent out to provide staff with information and help on supporting children with specific needs.
- Child-friendly version of our 'What it means to be a child with SEND at Greenfields Primary School' taken from the SEND Information Report. This will allow all children the opportunity to understand inclusion.



## Element 2 - The Learning Environment, Resources and ICT

The school environment is well planned and stimulating. Various developments have taken place over the years which has resulted in a teaching and learning environment which caters well for class groups, intervention activities, meeting rooms and sports activities. The legacy of the school being a former middle school means the indoor space is generous with a main hall, gymnasium and several specialist teaching areas. Carpeted corridors make for a quieter environment and plans are in the pipeline to further develop the resource areas (library). One of the most outstanding features of the environment is the outside space available. This has been developed into a unique and very child friendly space which encourages outside learning for all. The staff have fully embraced the concept of outside learning and driven by the expertise of the staff member appointed to develop this, the impact on children learning and engagement has been remarkable. I had the pleasure of seeing the outside space “in full flow” during my visit. Teachers, support staff and pupils totally immersed in learning, play and investigative activities. ICT is an integral part of all lessons and staff competence with the use of IT is growing.

### Strengths:-

- Well used and carefully planned working environments both inside and outside the school building.
- Many and varied teaching and learning spaces, The Den, Rainbow room, Outside learning space.
- Resources are well chosen and carefully considered to meet the needs of pupils.
- Pupil access to ICT.
- Eco School developments: solar power.

### Areas for Development:-

I agree with all areas noted by the school in the SER. I would also add, as previously mentioned, linking other software programmes to the existing hard copy tracking systems to aid access and information sharing: (mint [class.com](http://class.com), classcharts).





## Element 3 - Learner Attitudes, Values and Personal Development

Pupils are polite and helpful. The behaviour I witnessed during my visit was impeccable, all pupils were eager to share their views and thoughts with me. School data indicates that the schools approach to teaching and learning has developed youngsters with a growth mindset, they enjoy challenge and are urged to work, problem solve and play both independently, in partnerships and through group work. These attitudes are also reflected in parent comments and their communications with the school.

The school has worked very hard to develop and feature sport as a central driver to engage youngsters in their learning journeys. The amazing inclusive ethos behind all the varied sporting events has promoted a sense of self pride, sharing, competitiveness, achievement and success. I am confident that this approach is now so well embedded into the life of the school that it no longer relies on any one staff member, similar to the concept of outside learning. The school has clearly recognised the need for diversity and to differentiate to promote enthusiasm and a thirst for learning.

### Strengths:-

- Clear and usable policies which are clearly put into practice.
- Marking policy, feedback systems ensure that children know how to improve and succeed.
- Children have excellent role models in all staff re behaviour, social interaction

### Areas for Development:-

- I agree with the points noted in the SER. I would particularly stress the development of peer mentoring and the concept of developing a “CV” for children as they move through the school. A record clubs joined, attended, other extracurricular activities and also visits, performances. This could be hard copy or easier to organise, electronically, and could be presented to each pupil as they transition through the school and then on to secondary education.
- If the school decides to apply for Centre of Excellence status, this is certainly something which other IQM schools could advise and help with via the cluster group meetings.



## Element 4 - Learner Progress and the Impact on Learning

The school is meticulous in its approach to monitoring and tracking learner progress. Data is collected and scrutinised regularly and this forms the basis of individual interventions, deployment of staff, provision mapping (details in the SER) This carefully and regular monitoring provides evidence of individual progress together with an excellent strategic view of the impact on learning. The school has included some relevant comments from their most recent Ofsted inspection which also recognises the benefits of careful tracking and assessment.

Where teaching assistants are used, they are fully prepared and actively involved in the planning and feedback of lessons. The school fully adheres to the advice of the Education Endowment Foundation report of not allocating TA's full time to individual pupils but giving them a class wide responsibility with a direct focus on named pupils. Resources are also carefully chosen and staff are well trained in the use of the same.

### Strengths:-

- Monitoring, tracking, feedback and assessment systems.
- Highly skilled teaching and support staff teams.
- Pupil progress is directly linked to the quality of teaching and support, data indicates this to be true.
- TA's and individual interventions have a positive impact on pupils learning and progress.

### Areas for Development:-

- As noted in the SER document.



## Element 5 - Learning and Teaching (Monitoring)

Communication between teaching and support staff is excellent. Lesson planning, feedback on pupil progress is detailed and accurate. The SLT operates an effective performance management system allowing CPD to be linked directly to the identified needs of staff and also highlighted areas within the overall school development plan. The SER documents the main systems for monitoring and feeding back to staff. There is an element of “The reflexive teacher” in professional practice within the school which promotes professional trust and transparency amongst the teaching team. It was also pleasing to see that outside agencies are used effectively in working with staff rather than always linked to individual pupils.

### Strengths:-

- The monitoring of teaching is well structured, effective and reflective.
- CPD activities are always linked to individual need/school development.
- Pupil voice is considered in all future developments.
- Consistency of approach.

### Areas for Development:-

I agree with the areas noted in the SER, I would also add the following as possible areas to investigate over the coming 12 months:

- The use of video for teachers to self-evaluate and analyse effectiveness (iConnect/Outstanding Teacher Intervention; OTI, Osiris Educational).
- Regular skill sessions to ensure continuing improvements in staff use of ICT.
- Should the school move to Centre of Excellence status, consider partnerships with neighboring schools to skill share, moderate etc.

## Element 6 - Parents, Carers and Guardians

The school has collected impressive data from parent questionnaires which indicates high levels of satisfaction and also engagement by parents. These questionnaires are supported and results confirmed by the regular communication between home and school. The school website is well constructed with a clear drive towards parental involvement, general information, specific advice, signposting are all key points.

Parents are encouraged to be involved in all aspects of their child's life at school and arrangements are such that they feel welcome and listened to. My visit to the school coincided with the parents summer fair arrangements which were being totally organised by parent volunteers.

### Strengths:-

- Home-school communication.
- Professional trust between parents and staff. Parents feel supported and are equally supportive of the work of the school.
- Vulnerable parents well supported and always able to contact key staff in school.

### Areas for Development:-

The school has noted the following:

- "To continue to provide up to date training for parents where appropriate.
- To develop workshops for parents that will allow them to help their children at home, for example, phonics and reading and maths strategies."
- In addition, I would encourage the school to continue the developments on the school website with access via a parental portal to achievements, progress, professional advice. This would link in well to the proposals to develop an ongoing "CV" style record of pupils involvements and achievements whilst at the school.



### **Element 7 - Governing Body and Management: External Accountability/Support**

Governors play a very active role in the life of the school and are kept regularly updated via direct contact, attendance at meetings and Headteachers reports.

Governors undertake a skills assessment and are allocated specific roles. To promote consistency and moderation, Governors are also encouraged to engage in discussions etc with other schools giving them a balanced view of the school development plan, recruitment and CPD proposals.

There is regular interaction between Governors and pupils (reading sessions) whilst maintaining a strategic view of staff well-being and mental health.

#### Strengths:-

- Active involvement in all aspects of school life.
- Effective communication between SLT and Governors.
- Governors have specific responsibilities delegated to them.

#### Areas for Development:-

The following developments have been highlighted by the school:

- “To continue to seek opportunities which make Governors visible to parents. As SENCO, my next steps for the coming academic year is to raise Governor awareness of the monitoring for Inclusion and an awareness of the agencies I work closely with and what this looks like.”



### **Element 8 - The School in the Community and how this Supports Inclusion**

The SER gives a clear record of how the school interacts with the local community. Staff have worked hard to forge links with a wide range of businesses, external agencies, emergency services. In turn, this has helped in developing the profile of the school within the parent community. Local residents interact well with the school and through its support and advice networks the school is seen as the hub of the community. The school certainly prides itself (quite rightly) in its ability to develop independent, resilient learners, even at Primary School level there are opportunities to further develop the aspirations for pupils and their families through improving their knowledge relating to career possibilities. This could work hand in hand with transition arrangements into secondary schools.

#### Strengths:-

- Established reputation amounts the local community, seen as a hub for support, information in addition to an Education Provision.
- Out of Hours facility.
- Sporting activities with local school and providers.

#### Areas for Development:-

The school has highlighted the following:

- “Seek new ways to engage families who have a negative view of school and professionals to ensure that they engage with school and share their worries with us, allowing us to help them when they need it.
- Possibility of circulating our school newsletters to more than our families in the hope that this would keep people in the local community informed of what we are doing and perhaps offer wider possibilities for the advertisement of events.”
- The school could look towards developing sponsors from the local community, visits from businesses to give information to pupils about career possibilities and improve their knowledge of what is likely to be on offer in the world of work (Schools have used a “What’s my Line” session with local employers/businesses/workers giving broad descriptions of their jobs and children have to work out the job titles).