



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal: Eleanor Dobson

IQM Lead: Gemma Robertson

Date of Review: 7th December 2021

Assessor: Sarah Linari

IQM Cluster Programme

Cluster Group: Trailblazers

Ambassador: Max Kelly

Date of Next Meeting: TBC

Next Cluster Group Meeting Focus: TBC

Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence review documentation
- Ofsted Report
- National data and performance tables
- Website and Policies
- In-school PIRA and PUMA assessments data
- Pupil progress data analysis March 2021
- Pupil Premium Strategy 2021-22
- Catch-up funding plan
- Timetable overview

Meetings held with:

- Deputy Headteacher
- IQM Coordinator
- SENDCo
- English Lead
- EYFS Lead
- Pastoral Lead
- Assistant Headteacher
- Mental Health Lead
- PSHCE Lead

Summary of Targets from 2020-2021

The school's targets from the previous year were based on the school development focus areas of implementing a recovery curriculum, improving pupil outcomes and mental health and wellbeing.

Target 1: *To deliver a Maths and English curriculum that allows children to cover the objectives they have missed, as well as the objectives they need to cover.*

Intended Outcome: *To ensure that the Maths and English curriculum is bespoke to the children's needs and staff have the knowledge to deliver it. By:*

- *New School Improvement Service, who will support in delivering this.*
- *A bespoke menu of interventions that has a robust means of evaluating the impact so that children can exit the intervention.*
- *Monitoring the objectives, the children have missed.*
- *Ensuring staff are confident in the delivery of this.*

As with all schools across the globe, the ongoing Covid-19 pandemic throughout last academic year brought further, unprecedented disruption to the regular running of the school academic year. Extended periods of lockdown and self-isolation meant that children were, once again, accessing the learning from home for significant amounts of time. Clearly this has impacted the school's intended progress towards this target.

However, the Leaders did not let the disruption deter them from their mission in their endeavour to ensure there are no gaps in learning. There was a comprehensive home learning package in place with live lessons via Zoom. For those children who did not understand an activity or, when work was marked, didn't have a clear understanding, there was a slot at the beginning of every day where the teacher targeted any misconceptions to prevent children from falling behind. The children who did not require additional intervention completed an independent arithmetic or spelling and grammar activity.

To support the development of reading and aid the children in recovering their progress in phonics, the school has introduced an additional reading focus half-hour session following the daily phonics session in Key Stage One. Some Year 3 children also have additional interventions to embed the sounds to support them with their reading. All pupils are assessed on their progress with phonics each half term. A baseline in September allowed the Leaders to identify the gaps accrued by the continued disruption due to the global pandemic last academic year. The Teaching Assistants lead personalised intervention sessions in the afternoons based on the data from the diagnostic assessments. To further develop pupils' speaking and listening skills in Early Years Foundation Stage (EYFS), the Boosting Language Auditory Skills and Talking (BLAST) programme has been implemented. Children have daily speech and language sessions to enhance their early language development.

At Key Stage Two, the children follow a speech and language programme called Project X. Targeted pupils are also invited to come into school early for Breakfast Club with Teaching Assistants who lead specific interventions. The emphasis on reading continues throughout the Key Stage Two curriculum. There is a daily, focussed reading session with a carefully



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mapped programme for teachers to follow. The programme was devised by the English Lead, and it addresses the gaps in reading skills identified as part of the recovery plan. The programme provides structure for the teachers and targets specific skills such as vocabulary or comprehension. As the focussed sessions are now embedded into routine practice, the plan is for the English Lead to support teachers in tailoring the sessions more closely to the needs of their individual classes. The English Lead ensures the pupils are exposed to a breadth of texts each half term. She considers diversity when selecting texts and makes sure all people are represented in books such as neurodivergent characters.

Reading for pleasure is promoted across all year groups. At the end of each day, the teachers read to the children for 10-15 minutes. The children are given a choice and vote for which book they want to read. In EYFS, children visit the library to hear the librarian read a book. The school works with Seven Stories, the National Centre for Children's Books to invite authors into school, who deliver tailored reading sessions to the children. To raise the profile of reading with parents and home, the school regularly shares celebrations on their social media pages.

To support children with their writing, there are Talking Tins for them to access in lessons and phonics sounds mats on the tables. They can use the Clicker Writer App on the iPad to help them edit their writing. Due to the decrease in stamina levels in writing incurred during the periods of lockdown, the teachers are trying to motivate the pupils to write though selecting engaging texts and activities. In EYFS, the school buys in sessions from Little Learners North Tyneside. They deliver sessions on early mark-making. Nursery is the focus for the Leaders in ensuring there are no gaps in language development. Resources are carefully selected to develop fine and gross motor skills for all children. They work with external agencies such as the Language and Communication Team who work with the class teachers to ensure the environment is suitable and promotes the development of the key skills.

The IQM Coordinator explained that overall, teachers felt that the recovery curriculum in maths has been easier to plan and implement due to the prescriptive nature of the courses. To evaluate progress and identify gaps, each teacher highlighted which objectives had been covered. Progress and Understanding in Maths Assessments (PUMA) were used to gain an overview of individual pupil's gaps in progress. Each teacher has a recovery curriculum planning document in place for each class. The timetable was changed to allocate more time to focus on the core subjects. Daily catch-up sessions for English and maths have been added, in addition to the regular daily sessions.

A full-time Academic Mentor has been appointed to start in January. They will initially target Years Three, Four and Six. The Academic Mentor will hold regular progress meetings with each class teacher to ensure the children who most need support are correctly identified.

In terms of next steps, the IQM Coordinator will ask the Middle Leaders to evaluate progress in exercise books and use whole-school monitoring to evaluate the impact of their recovery curriculum then feedback to all staff. Through coaching conversations and drop-in lesson observations, the Maths Lead will support and guide the staff.

Target 2: *Support the mental health and wellbeing of all children.*

Intended Outcome: *To ensure that all children are supported back into education with a focus on their mental health and well-being. By:*

- *Ensuring that an accurate baseline is formed about children's social and emotional needs, including those still at home.*
- *Identify CPD opportunities for staff to support them in the teaching of mental health and wellbeing.*
- *Ensuring that information about children is shared between the relevant members of staff e.g., previous & new teacher.*
- *Review the Behaviour Policy in line with new school expectations for routine and behaviour.*
- *Allocate specific teaching and learning time in the first month for whole class pastoral activities.*
- *Ensuring a cross curricular approach for supporting children's mental health & wellbeing.*
- *Identify support strategies for children with additional needs.*
- *Identify children most at need of more tailored 1:1 or small group pastoral support.*
- *Ensuring that school's communication with parents is effective.*
- *Implement the new statutory part of the National Curriculum, which includes specifically teaching about mental health and wellbeing.*

The Pastoral Lead is based in the Pastoral Room where she holds 1:1 and small group intervention sessions. Teachers can refer pupils for support, but children and parents can also request it. The Pastoral Lead has a nurturing role in school. She provides a safe space for children to offload and talk about their troubles and worries. She also leads play-based therapies, social skills groups and other bespoke interventions. Due to having her permanent base, children can access support with her throughout the day, as needed.

The school uses the Thrive social and emotional wellbeing assessment tool to assess the needs of all children. Analysis of results on an individual and whole-class basis to generate targets to support all children's wellbeing. Individual pupils are selected for targeted Thrive intervention as a result of the thrive assessments. There are currently 12 children accessing this support. A diary record is maintained to evidence the activities and impact of the sessions. The Pastoral Lead has noted pupils' improved confidence when they go back into class following participation in the programme and their improved engagement levels.

The school benefits from the placement of trainee Counsellors from the Northern Guild, who work with a caseload of individual pupils to support those who most need intensive, therapeutic support.

Currently, the curriculum is a focal point for providing universal support for mental health and wellbeing. The personal, social, health, citizenship and economic (PSHCE) curriculum has been reshaped to address the evolving needs of the children due to the global pandemic. The Thrive assessments have informed the PSHCE curriculum plan. The main areas of need which are a continuous focus of the PSHCE curriculum are social skills, team building and resilience.

Enrichment opportunities are prioritised by the Leaders. They feel that as well as focusing on pupils' academic achievements, they need to focus on their mental health and wellbeing.

Some of the initiatives introduced to encourage healthy habits to improve wellbeing include the purchasing of a set of bicycles. The plan is to take children out on the bikes and for walks along the coastal road. All trips are linked to the school's values and are carefully planned to equip pupils with the wider skills to develop them holistically.

The next step for this target will be the creation of a Mental Health Offer overview with a graduated approach diagram which clearly outlines the support and intervention available.

Target 3: *To support parents' mental wellbeing as their children return to school in September and engage them effectively in school life.*

Intended Outcome: *To ensure that families, particularly those who have anxiety around sending their children back into school and those who have a negative view of school and professionals, engage with school, and share their worries with us, allowing us to help them when they need it. By:*

- *Keeping families informed at every stage.*
- *Ensuring that children have access to transition opportunities even if they are currently working at home.*
- *New families to the school are given opportunities to familiarise themselves with the school building and its staff.*
- *GCPS staff continue to have a better understanding of the contextual information relating to the children attending the school when they first begin.*

Due to the excellent parent partnerships already established pre-Covid, the staff were already acutely aware of who the vulnerable families were and what their needs are. Contact with these families was made daily during periods of lockdown. There was a support plan in place for each family, which is evidenced through the robust records kept.

Each class teacher made daily contact with their class. Although it was the children that they were checking on, it ended up being the parents who staff had most contact with due to the support needed during the difficult times. Staff supported the parents and carers to access the home learning and delivered paper copies of the work to anyone who couldn't access it. There were mindfulness tasks incorporated into the home learning provision to support the whole family's wellbeing. They also provided the children and their families with a fun PSHCE session each week which celebrated national and international calendared events as well as offering pupils and families the opportunity to carry out fun activities together such as decorate pebbles, scavenger hunts and science experiments. Staff contacted local football coaches who donated footballs. The staff then delivered 300 footballs to families so they could take part in sporting activities together on Zoom. They held a movie afternoon where they sent home popcorn and sweets to every family, including tea bags and biscuits for parents.

The Leaders felt that when pupils returned to school in September, communication with home was improved due to the positive relationships cemented throughout the periods of lockdown. With the higher volume of parental communications, the school created new email addresses and telephone contact numbers to increase availability. The staff also use online platforms such as Google Classroom and Seesaw regularly to stay in contact with

parents and carers. Information is also shared on the school's various social media platforms.

The Leaders believe that the new forms of communication have helped reduce parents' anxieties. The bond between school and home is stronger, which impacts positively on all aspects of school life, particularly the children's wellbeing. The Assistant Headteacher spoke about the importance of parental partnerships, saying that "we are all in this together." To continue the opportunity for positive parental communication in a less formal setting, the school has enlisted a Coffee Truck which attends once a week with teas, coffees and cakes for staff and parents to enjoy together on the playground.

For the next steps with this target, the Pastoral Lead is going to research the Thrive parental courses on offer to hopefully be able to provide interventions for the parents of the children accessing the Thrive sessions.

Agreed Targets for 2021-2022

Target 1: *To deliver an English curriculum that allows children to catch up on missed learning in reading as well as covering the current year group objectives.*

Intended Outcome: *To ensure that the English curriculum is covering early reading and beyond and that it is bespoke to the children's needs. By:*

- *Continuing to access support from the new School Improvement Service, who will support delivery of this.*
- *A bespoke menu of interventions that has a robust way of evaluating the impact so that children can exit the intervention.*
- *Monitoring the objectives the children have missed.*
- *Ensuring staff are confident in the delivery of this.*
- *Changing the timetable to account for separate intervention as well as catch-up time within the classroom.*
- *Children make good or accelerated progress from the start of the project to the end.*
- *Children's listening skills across the curriculum improve and this is evident in lessons and at playtimes.*
- *To deliver a Maths curriculum that allows children to catch up on missed learning in reading as well as covering the current year group objectives.*

Target 2: *To deliver a maths curriculum that allows children to catch up on missed learning as well as covering the current year group objectives.*

Intended Outcome: *To ensure that the Maths curriculum is covering all aspects of maths that children need to catch-up on and that it is bespoke to the children's needs. By:*

- *Continuing to access support from the new School Improvement Service, who will support us in delivering this.*
- *A bespoke menu of interventions that have a robust way of evaluating impact so that children can exit the intervention after making progress.*
- *Monitoring the objectives, the children have missed.*
- *Ensuring staff are confident in the delivery of this.*



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- *Changing the timetable to account for separate intervention as well as catch-up time within the classroom.*

Target 3: *To support children with their mental health and wellbeing.*

Intended Outcome: *To ensure that all children are given access to opportunities that support a positive mental health and wellbeing. By:*

- *Increasing opportunities for extra-curricular opportunities, which include trips and visits.*
- *Increase opportunities for Arts participation.*
- *Ensure that all staff have an increased understanding of supporting children's mental health and wellbeing.*
- *Children's mental health and wellbeing to be embedded across the curriculum and opportunities given to promote this.*

The Impact of the Cluster Group

The IQM Coordinator found it difficult to attend the online Cluster Meetings last academic year. She has been appointed as the temporary Headteacher from January 2022; therefore, she knows that she would benefit from sending other staff members to attend the Cluster Meetings. Not only will this allow more staff to benefit from sharing best practice with other settings, but it will allow the appropriate staff to find out the information first-hand to then disseminate in school through their direct leadership roles.

Overview

Greenfields Community Primary School's inclusive ethos is described by the IQM Coordinator as "ensuring all children have the opportunities to thrive and progress, not just academically, but emotionally, through enrichment opportunities to allow them to grow as a person." The school's badge and aspirational strapline remind all children that "the world is waiting for you." Their values are centred around the ambitious vision and implore the pupils to "be amazed, be brave, be original and be bold." On the school's website, these values are clearly outlined. It is evident that these values underpin all aspects of school life. The website states that "[e]very aspect of school life at Greenfields is driven by the school values. There are clear links between what we say the ambition for the children is and how we intend to achieve it."

Following a change to the Senior Leadership Team, the school's values were redesigned in 2020. Since then, the Leaders have also reinvigorated the Behaviour Policy to align it with the new vision and values. To simplify and add clarity to the expectations for pupil behaviour, the system was changed to have just two rules – to listen carefully and do as you are asked, and to make good choices. The behaviour ethos is founded on a vision for equipping and inspiring pupils to make the right choices. The vision is communicated in the Behaviour Policy "[w]e must be aware of our responsibilities that allow us all to enjoy our rights equally; with rights comes responsibility." The focus in classrooms is on celebrating when pupils make positive choices. When pupils do make a poor choice, they can move on from it quickly. Children are automatically awarded a star for each lesson throughout the day, equating to eight in total. The Pastoral Lead counts how many stars each pupil ends each day with. This allows the key staff to communicate any issues with parents and carers



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in a timely manner and implement any necessary intervention. It also allows staff to celebrate the pupils who retain all eight stars for making good choices throughout the day.

The support for pupils' mental health and wellbeing is excellent at Greenfields and a key priority for the Leaders. The children are nurtured through the whole school Thrive approach and bespoke interventions offered by the Pastoral Lead. The comprehensive, whole school Thrive approach ensures that all children receive targeted support to allow them to flourish. The Pastoral Lead works effectively with parents and teachers to provide a comprehensive support package. The personal, social, health, citizenship and economic (PSHCE) curriculum has been recently redesigned to consider the emerging needs caused by the global pandemic. The PSHCE curriculum, as defined on the website, encompasses wellbeing, and aims to "give children the knowledge, skills and understanding that they need to stay healthy and safe, develop worthwhile relationships, respect differences, develop independence and responsibility, make the most of their own abilities and those of others." The curriculum is carefully planned to reinforce the school's vision and values. This is clearly a school where the focus is on providing a holistic education.

Parents and families are also well supported by the school. The staff understand the importance of forging positive relationships with home. They feel that although the Covid-19 pandemic has been an extremely difficult and traumatic time for all, one positive aspect is that the relationships between school and home have grown even stronger. Communication with home was a previous area for development in the School Improvement Plan. With all the additional support implemented, and changes made to the communication systems, communication with home is now highlighted as an area of excellent practice. In recent parental feedback gained by the school, all families commented on the improved communication and transparency. Social media platforms are used to regularly share information, promote what is happening in school and celebrate success with families. The social media platforms and website feeds are updated on a weekly basis. To support any families who felt anxious on the return to school following lockdown, they introduced a breakfast club from 8.15am to enable children to arrive when the site is less busy. The staff also created social stories to put children and families at ease about the return to school. Before returning from lockdown, families were invited into school to look around the building and re-familiarise themselves with staff and the environment. The staff at Greenfields consider the whole family when planning changes and support both the children and parents throughout.

Alongside the clear focus on social and emotional aspects of pupils' education, there is an equally strong focus on their academic outcomes. There are robust monitoring and evaluation systems in place which allow the Leaders to effectively assess the quality of provision to inform their leadership decisions to impact the improvement of progress data. There are regular assessments of all pupils in reading and maths, which are followed by detailed analysis and reflections. The recent appointment of an Academic Mentor will provide further intervention to the children whose progress has been significantly impacted by the global pandemic.

As with all schools across the globe, the ongoing Covid-19 pandemic throughout last academic year brought further, unprecedented disruption to the regular running of the school year. Extended periods of lockdown and self-isolation meant that children were, once again, accessing the learning from home for significant amounts of time. Despite this,



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the Leaders did not let the disruption deter them from their mission in their endeavour to ensure there are no gaps in learning. There was a comprehensive home learning package in place with live lessons via Zoom. For those children who did not understand an activity, or when teachers identified through their marking that pupils did not have a clear grasp of the learning, intervention sessions took place at the beginning of every day where the teacher targeted any misconceptions to ensure no child was left behind.

Aligned to the holistic educational vision, enrichment opportunities are promoted throughout the curriculum. Senior Leaders feel it is important to provide extracurricular experiences to support pupils' mental health and wellbeing. All trips are linked to the school's values and are carefully planned to equip pupils with the wider skills to develop them as a whole. To encourage healthy habits and improve wellbeing, the school has recently purchased a set of bicycles. The plan is to take children on bike rides and walks along the coastal road which runs beside the school. The idea is for families to be invited to take part in enrichment experiences alongside their children. The school is passionate about encouraging positive mental health and wellbeing for all of the family.

I thoroughly enjoyed the Centre of Excellence review of Greenfields Community Primary School, an inclusive school with highly dedicated staff who nurture and care for the pupils. It is clear from the review process that the Leaders at Greenfields Community Primary School continue to be fully committed to inclusive practice. Their work towards the IQM targets over the past 12 months has had significant, positive impact. Therefore, I recommend that the School retains its Centre of Excellence Award. The next review will look closely at how the Leaders have fulfilled the objectives outlined in this year's IQM Action Plan and how they engage fully with the IQM Cluster Group.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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