



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal Gemma Robertson

IQM Lead Amy Banks

Date of Review 12th December 2022

Assessor Donna Lee

IQM Cluster Programme

Cluster Group Trail Blazers

Ambassador Rachel Campbell

Next Meeting 16th March 2023

Meeting Focus Unknown at the moment

Cluster Attendance

Term	Date	Attendance
Spring	24 th March 2022	Yes
Summer	4 th July 2022	No
Autumn	6 th October 2022	No

The Impact of the Cluster Group

Greenfields Primary were undergoing a Section 8 OFSTED inspection on Thursday 6th October so the SENDCo was unable to attend. The group sent the SENDCo the minutes so that things could be implemented at Greenfields. The SENDCo will ensure that future meetings are attended in March and June 2023 and be an active member of the IQM cluster group of Centre of Excellence and Flagships School.



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Evidence

- IQM Centre of Excellence review documentation
- Flagship Project Outline
- School Improvement Priorities 2022-23
- Attendance Data
- National data and performance tables
- Ofsted Report
- School Website and Policies
- Curriculum planning documentation
- Governor Monitoring Reports

Meetings held with:

- Lower School Lead
- English Lead
- Maths Lead
- School Council
- School Office Manager
- Teaching Assistants
- Pupil Council
- PSHE Lead/School Council Lead/Assistant Head
- Head Teacher
- Deputy Head Teacher/SENDCo

Summary of Targets from 2021-2022

The School's targets from the previous year were based on the school development focus of delivering an English curriculum that allowed children to catch up on missed learning in reading. 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 their children's needs. To ensure that all children are given access to opportunities that support positive mental health and wellbeing.

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 our children's needs by:

- Continuing to access support from our new School Improvement Service, who will support us in delivering this.



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- 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.

Greenfields Community Primary School's English curriculum is carefully thought out and well structured, ensuring progression across and between year groups. The English curriculum covers early reading and beyond and is bespoke to their children's needs.

Quality First teaching is the number 1 priority and staff find that it has the biggest long-term positive effect on pupils' life chances, particularly those from disadvantaged backgrounds. School invested in the Ambition Institute Transforming Teaching programme, which is a programme designed to improve outcomes for pupils from disadvantaged backgrounds through quality first teaching. All teaching staff engaged with this programme and 3 (including Reading and English Lead) trained as 'teacher educators' which required them to video their own practice, reflect on it and then use this to coach and mentor other members of staff. continual professional development is a priority for the school including 4 staff currently engaged in NPQ programmes and the use of research from these programmes to guide action and professional development across the school.

Greenfields Community Primary School have prioritised high quality and targeted Read, Write Inc (RWI). Sessions and organised for staff in EYFS/KS1 who are less familiar with RWI to attend specific training to further their own knowledge and professional development.

Nuffield Early Language Intervention (NELI) intervention has been delivered across KS1 by an experienced and trained teaching assistant. School also has an experienced intervention Teaching Assistant to work in KS1, targeting disadvantaged children in reading. An Academic Mentor delivers Read Write Inc interventions to Year 3 and 4 children, who have gaps in their learning.

Children are invited to a daily breakfast club, where interventions take place such as dyslexia programmes and a significant improvement in the reading of those pupils accessing interventions has been seen. Phonics progress continues to be tracked so intervention can immediately be put in place if a child is falling behind.



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The English lead has spent a lot of time liaising with Local Authority advisors to ensure that their English curriculum supported children to catch up, make progress and enjoy their learning. Staff have received training and advice from the School Improvement Service and the English lead has used this to develop a comprehensive curriculum plan that supports teacher's planning. This has helped teachers improve their subject knowledge and clearly understand the progression of skills.

Leaders have developed a new, comprehensive assessment tracking system that allows staff (and subject leaders) to monitor the objectives the children have achieved and any they have missed. This then ensures teachers having opportunities to revisit planning and then can teach any gaps in pupil knowledge.

School have recently increased the length of the school day; this enables additional time for separate intervention as well as catch up time within the classroom. Reading Skills sessions are held daily as well as curriculum revisit slots. This has led to an improvement in reading data, especially in the most recent Year 6 SATS from Summer 2022.

Target 2: 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.

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 our children's needs.

- Continuing to access support from our 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.
- Changing the timetable to account for separate intervention as well as catch up time within the classroom.

Greenfields Community Primary School has a new maths lead, who has spent a significant period of time evaluating and reflecting on their maths curriculum and designing it to meet the needs of all pupils. It is based on a catch-up curriculum designed by Gateshead, who school previously had a service level agreement with. This ensured that the maths curriculum was covering all aspects of maths that children need to catch up on and that it was bespoke to children's individual needs.



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The maths lead has accessed support from the Gateshead School Improvement Service as well as the advisors from North Tyneside Local Authority and North Tyneside Learning Trust. By drawing on advice from all of these professionals, he has been able to design a bespoke curriculum that meets the aims and objectives of the National Curriculum. It is based on the National Centre for Excellence in the Teaching of Mathematics (NCETM) small steps guidance and takes in account the need to revisit objectives from previous years, ensuring children revisit content at various points of the year, to increase retention. The maths lead also created documents with examples of reasoning and problem-solving questions to support teacher planning and subject knowledge, which ensured children were given opportunities to apply their knowledge to high quality reasoning questions.

Staff ask for support when needed, specifically, from the Maths Lead, who has a wealth of knowledge and supports staff effectively. School have a small number of Maths interventions that take place, usually delivered by class teachers during morning assembly times. They also have 'Maths skills' sessions built into the timetable four times a week, which provide the opportunity for catch up, revisit and also pre-teaching.

Progress in maths is tracked so any child falling behind is picked up immediately and interventions can be put in place. Class teachers meet half termly with the Head Teacher and Deputy Head Teacher for pupil progress review meetings. The Deputy Head Teacher is also SENDCo and therefore in these pupil progress meetings staff can identify whether referral to outside agencies is appropriate for any children.

Leaders are now using the NCETM guidance and the mastery approach, so it can be implemented in the Early Years to ensure a smooth transition across key stages and to give the children the best start to their education. Leaders are aware that class teachers in KS1 and KS2 need to be more aware of the building blocks that take place in Early Years Foundation Stage (EYFS) and the maths Lead also needs to be more aware of what goes on in EYFS as the precursor to the Maths National Curriculum.

The mathematics curriculum has been well thought out. Children get off to a good start in the early years. Staff take every opportunity to develop children's knowledge of early mathematics and further up the school, teachers explain learning effectively. Pupils learn mathematical facts well and draw upon this knowledge to solve problems using appropriate methods and strategies.



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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 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 embedded across the curriculum and opportunities given to promote this.

In September 2021, Greenfields Community Primary employed a dedicated pastoral lead whose timetable was dedicated entirely to emotional and pastoral support for pupils and their families. She left in Summer term 2022 to work for the early help team, but school still have other members of staff who are trained to deliver interventions such as Lego Therapy. The staff at Greenfields know the children and their families well and recognise those who need additional support for their mental health and wellbeing.

There are two dedicated pastoral rooms – 'The Rainbow Room' for EYFS/KS1 and 'The Den' for KS2. The rainbow room is open every break and lunch time and the den is open every lunchtime. Experienced teaching assistants supervise in both of those rooms and support children with friendship groups, turn taking and give them time to talk about worries, concerns and mental health.

Greenfields Community Primary School also have an emotional/wellbeing approach across the school and have used this to re-design their behaviour Policy. School now use the zones of regulation in their behaviour policy so that children can begin to identify their own emotions and triggers for what makes them feel this way.

There are also two trainee school counsellors from the Northern Guild supporting the most vulnerable children. They see 3 children each, for an hour per week and also liaise with families. Depending on the needs of the child and the progress they make, depends on how long the counsellor works with a child.

School have a new Special Educational Needs and Disability Co-ordinator (SENDCo) but has worked at the school for several years and knows the children and families very well. She is supported by the previous SENDCo who still works at Greenfields and is now the head teacher. Staff work incredibly closely with the Language & Communication team and they have been to school to deliver staff training (including Lego Therapy training which supports children's emotional wellbeing and peer relations) and to work with children and their families alongside the SENDCo and class teachers.



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There are also a number of Early Help Assessments open to support families who need it and school support families with government/council paperwork related to their children's needs. School will also provide a safe place for supervised contact with parents when necessary.

There is now a wide range of extra-curricular activities offered to all children, with a particular focus on pupil premium children. Staff have ensured there is a mix of after school clubs so that all children would like to access something at some point. Leaders have taken into consideration child care costs and the increase in cost of living.

Enriching experiences for the children are carefully considered, with a particular focus on pupil premium children. Years 3-6 all get the chance to engage in a residential experience and school have allocated some of their pupil premium budget to support families with the payments towards these. There is also a very active Parent Teaching Association who raise funds to subsidise trips and visits. Class teachers plan half termly trips linked to the school values: 'be amazed, be brave, be original and be bold.'

School now engage with more outside providers to make community links to help support families further. This includes links with the local football club, who now use the school field and outdoor area in exchange for subsidising cost of after school and holiday clubs for the children of the school. School have also established a link with Newcastle United Foundation and have started a new P.E. and PSHE programme with the pupils. This has been incredibly beneficial for children's mental health and wellbeing. There are also drama and music teachers, who come to the school to deliver specialist lessons and clubs, which is something the pupils have not been able to access before.

A strength of the school post COVID is how well they engage with the local community and make links so families feel comfortable to engage with school when they need to. Families are invited into school regularly for celebration events, Remembrance Day, reflection of learning, class assemblies and parents' consultation evenings. School are still seeing an effect of the COVID 19 school closures and pandemic on children's emotional wellbeing and their mental health. Staff are expecting this to become even more prominent with the current cost of living crisis and the impact this is having on families and their circumstances. School have recently undertaken a poverty proofing audit with Children's North East and looking at what else they can implement to support families. This includes an application for Magic Breakfast programme so school can encourage even more children to attend their breakfast club provision and take pressures off families.

Leaders are going to look at further emotional regulation training for staff, which would allow staff at Greenfields to deliver a targeted 8-10-week programme of support for children's emotional wellbeing & mental health.



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Agreed Actions for the Next Steps in the Flagship Project 2022-2023

Project Title

'Developing our school & classroom environments in order to promote children's mental health & wellbeing and, by working closely with parents, carers & the local community, provide facilities and/or resources for supporting pupils' emotional regulation'

Outline of Project

Greenfields has a very mixed catchment area and have an increasing proportion of disadvantaged children attending their school and an increasing percentage of children entitled to Pupil Premium funding. The school recognises the impact of the COVID19 lockdown and school closures have had, and continue to have, on children's mental health and emotional wellbeing. School are also seeing an impact of changes in family circumstances on children (and their parent's) mental health and wellbeing. This is amplified by the current cost of living crisis which is putting additional strain on many of our families. Wellbeing and good mental health of both pupils and their families and staff is a key priority for the leadership of the school.

The project will be a collaborative research project to improve the learning environment for all pupils, including those entitled to pupil premium funding and those with SEND across all key stages, with a focus on enabling pupils to be ready to learn and able to access the curriculum fully, maximising their engagement. Existing policies as part of their research project, including behaviour policy, may need to be adapted and reviewed.

The project will aim to develop school and classroom environments so that they become even more welcoming, nurturing and supportive of pupils' emotional wellbeing. Part of the project will include staff professional development and CPD linked to emotional literacy, for supporting pupils with attention difficulties as well as the use of self-regulation strategies. School will draw upon expertise from the professionals that staff already work very closely with; the Educational Psychologist team and the Language & Communication Team, who already provide lots of support for children in school with social, emotional and mental health needs. School will also be developing sensory rooms and nurture spaces that support emotional regulation and would like to use this as an opportunity to enhance communication with parents and welcome them into the school environment more often by developing spaces for families to use, as well as their children.



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Overview

The Headteacher, Deputy Headteacher and Leaders have a clear vision for Greenfield Community Primary School and communicate their desire for every pupil to succeed effectively and well. Staff and Governors understand the important role that the school plays within the local community. They work with subject leaders in a supportive way as well as holding them to account. Staff feel very well supported by their managers. Their wellbeing is taken into consideration at all times and leaders take action to ensure workload is manageable. Governance is also very strong. Leaders provide staff with many additional training opportunities so they can gain recognised qualifications and keep up to date with current teaching methods and practices.

Leaders prioritise reading. Pupils learn to read well through the consistent and effective approach to the teaching of phonics. Staff are well trained and have the skills they need to teach early reading successfully. Pupils read books that are closely matched to the sounds they know. Careful assessment means that pupils at risk of falling behind are quickly identified and helped to catch up.

Engagement with parents is a key strength of the school. Parents are overwhelmingly positive about the school. They feel listened to and supported and know that their children do well. Parents are valued as part of the school community and are regularly invited into the school. These visits start in the early years. Parents get to see how their children are learning and are encouraged to join in. Communication is strong via newsletters, Seesaw, twitter, email and Year group messaging.

There is a strong sense of community, the school used by the local Church and a variety of community groups. Children go singing in care homes in the local area and outside, raising the profile of the school.

Children respond very well to staff expectations. Children learn about the importance of seeking out answers, following dreams, confronting their fears and becoming the explorer of tomorrow. They also learn to maintain their attention and to be resilient in their learning. This is an extremely happy school where pupils enjoy their learning and want to achieve well. They speak highly of the changes made over this year, especially the introduction of the new library, Year 6 buddies helping the younger children, presenting at the Common Room Newcastle on reducing energy, visiting Kielder Observatory, extra- curricular activities and enriching experiences children are offered. Every term each class visits the local library and in star achievers assembly, children are chosen to pick a book and the school buys it for the child.

Pupils with special educational needs and/or disabilities (SEND) can access all curriculum subjects. Pupils with SEND have their needs identified quickly and accurately. They are supported effectively by well-informed teachers and teaching assistants. Children at Greenfields know that staff care for and respect them. This is an inclusive school where all pupils, including those with special educational needs and/or disabilities (SEND) learn alongside each other.



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Leaders have developed clear expectations and policies around behaviour. These are understood and followed by teachers and pupils. Those pupils who need specific help to manage their behaviour receive effective support from a dedicated pastoral team. It was an absolute pleasure to meet such a dedicated team of staff and polite, caring children.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

Assessor Donna Lee

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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