



## Assessor's Evaluation for the IQM Flagship Project



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

**Head/Principal** Mrs Gemma Robertson

**IQM Lead** Mrs Ashley Wilson

**Date of Review** 5th December 2024

**Assessor** Mrs Emily Carr

### **IQM Cluster Programme**

**Cluster Group:** Tyne and Wear

**Ambassador:** Mrs Emily Carr

**Next Meeting:** 20th March 2025

**Meeting Focus:** Careers Curriculum and Attendance

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2023</b>	9 <sup>th</sup> October 2023	Yes
<b>Spring 2024</b>	3 <sup>rd</sup> May 2024	No
<b>Summer 2024</b>	24 <sup>th</sup> June 2024	Yes
<b>Autumn 2024</b>	16 <sup>th</sup> September 2024	Yes

### **The Impact of the Cluster Group**

The school is an active member of the Cluster Group and the IQM Lead articulated how they enjoy being part of the Inclusive School family and working collaboratively with other schools.

The Summer term meeting at Academy 360, which had a focus on transition, prompted Greenfields colleagues to look at best practice for transition and led to them hosting a Y6 transition Coffee Morning for parents to attend and discuss their worries. They also arranged for a leader from one of their feeder secondary schools to come along to meet those transitioning to Y7.

Leaders shared how through attending the Summer Cluster group meeting they also made links with New York Primary and Ponteland Primary and as a result of speaking with them and sharing strategies, it led to them developing more breakout spaces for children.



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The recent Autumn term meeting, at New York Primary, allowed Geenfields to develop more links with schools in the Cluster group and through the sharing of information they contacted the Bikeability Team who then started to work with their pupils in October 2024. They also made links with the Family Learning team and are now working with them to roll out an offer for their community, such as Zumba lessons. The school leaders are committed to continuing to develop strong links with schools within the cluster group and are also hosting the first, newly formed, Tyne and Wear Cluster meeting, in the Spring term, and are looking forward to sharing their inclusive practices.

### **Evidence**

Over the course of the one-day assessment the assessor evaluated the school's commitment to inclusion, and progress made against their annual review and action plan, through a wide range of written evidence, including:

- Evaluation of Progress and Flagship Action Plan document
- Previous IQM report
- School website
- School X social media page
- Ofsted report
- School policies
- Letter to parents
- Pupil books
- IEPs
- Curriculum planning

The assessor also toured the school, observed learning and intervention sessions and viewed displays.

### **Meetings held with:**

- IQM Lead and KS1 Lead
- Headteacher
- Deputy Headteacher and SENDCO
- Year 5 Teacher and History and Geography Lead
- Parents
- Pupils



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### Evaluation of Annual Progress towards the Flagship Project

**Project Title:** *'Ensuring staff are well equipped to identify and support children with speech, language & communication needs by investing in high-quality staff CPD and continuing to develop school and classroom environments in order to promote children's mental health & wellbeing'*

At Greenfields, wellbeing and good mental health of the whole school community is a key priority for the leaders of the school and was part of the rationale behind the Flagship project.

The Flagship project was established two years ago as Greenfields has seen an increase in the number of pupils on roll with complex additional needs, particularly speech, language and communication, and an increasing proportion of children with social, emotional & mental health difficulties post COVID-19. Although the school already has skilled staff, as the needs of pupils are becoming increasingly more complex, with children who would typically have been placed in specialist settings, the school identified that more support, CPD and expert training was required. Leaders wanted to upskill the workforce to support pupils, in order to ensure all pupils are fully included in the life of the school and that they access an appropriate curriculum and get their needs met. Leaders hope that in developing children's ability to communicate effectively, this will have a positive impact on their behaviour and emotional regulation and in turn, a positive effect on mental health and wellbeing.

Another driver of the project that leaders identified, is the impact of the current cost of living crisis which is putting additional strain on many families. They realise that this situation can impact negatively on families mental health and wellbeing.

From the meetings with all staff involved in coordinating and leading the Flagship project, and discussions with members of the school community, it is evident that everyone is highly committed to providing pupils with a deeply enriching, inclusive offer that involves all pupils receiving the support they need for them to experience success. The Leadership team remains committed to their aim of supporting children in a holistic way and the strategic decision was made to heavily invest in this area through quality continuous professional development and ensuring staff are given time and effective resourcing into training specifically linked to this. The project has been developed further since the last IQM assessment visit and leaders have worked with a number of agencies throughout the community to ensure children are able to have their needs met.

Due to the high priority and focus on SEND (Special Educational Needs), and the increasing number of children on the SEND register, leaders looked at the staffing structure for SEND and created a SEND team, identifying two key staff to work under the senior SENDCO (Specialist Educational Needs and Disabilities Coordinator), who is also the Deputy Head Teacher (DHT). One staff member now oversees Early Years and Key Stage 1, and one staff member oversees Key stage 2. Through working in this way, families with children on the SEND register can now have one key person with oversight of the support being put in place for each child and can offer advice, guidance and support to the full family. The SEND team shared how they take time to get to know the



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families and children to gain a full picture of support needed. There are currently 15 children with EHCPs (Educational Health Care Plans) and 4 more children on the pathway. Leaders shared how they feel early identification of needs is crucial to help children and how through all of the training they have offered staff are now more skilled at picking up on SEND needs. The team is highly effective and committed to the community of Greenfields.

Leaders discussed how they have further developed their SEND systems, after accessing training with the LA, and gave the example of how they have updated their IEP format to include SMART targets around SEMH (social emotional mental health) and attendance, as well as academic targets. The school format now also includes short term, midterm and long-term targets. Staff use the IEPs to identify what additional support beyond core teaching may be needed and what intervention can be put in place to support children.

The SEND team shared how communication remains the biggest level of need in their school and how some children have no language to allow them to communicate verbally. Over the last year, leaders have further developed their offer to ensure they can get support in place as easily as possible. They updated how they now conduct home visits for children who are due to join them and get to know families and children before they even start with them. This allows them to gain a full picture of a child and try to identify needs and support as soon as possible.

The team also shared how there is regular communication by them and the Language and Communication Team at Benton Dene School. They have also worked closely in the past twelve months with the team from EYCOT in Pre School, Nursery and Reception. This support was developed after staff training and the team supported Early Years teachers in embedding strategies and suggested the use of more visual aids in the classroom. To support all staff in developing their skills and understanding there was a whole staff INSET day delivered by the LA Language and Communication team around memory, processing and attention and listening, to ensure all classrooms are inclusive and equipped to support all children, but in particular those with difficulties with language and communication, memory and processing. The school also had the local sensory service in school delivering bespoke training regarding the needs of specific children in school.

Due to the high level of communication needs, leaders also identified some of the pre-school staff to access Elklan training. The Elklan programme is aimed at 3 - 5 year olds, but pre nursery children also access it and also staff who support children across the school with speech and language and communication and interaction needs. Staff were able to articulate the impact this work has had in the school, discussing how they are now much more aware and conscious of how to speak with children and about giving children time to process and respond to questions asked. Staff also talked about how they have now further developed their use of visual aids, giving examples of developing visual timetables.

On the assessment day, a range of targeted interventions were seen. Staff demonstrated strong subject knowledge and that they have built positive relationships with the children they work with. The SEND team and Key Stage Leads collaborated on support



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staff intervention timetables to ensure that effective interventions are happening regularly. As well as this, class teachers work closely with the SENDCo to identify which children will benefit from further intervention or referrals to outside agencies. Due to the extensive training staff have received, they are more confident in early identification of need and therefore referrals are put in promptly.

Another focus of the last year has been to further develop the school SEMH offer of support and to increase communication with parents and carers to identify children who may need additional support with their social, emotional and mental health. Staff believe that all behaviour is communication and are proactive about identifying potential behaviour triggers. Teachers have a good understanding of the factors which influence pupils' mind-sets and their ability to learn. Staff work with children, parents/carers and other agencies to ensure that each child's needs are met so they are equipped to behave in appropriate ways and achieve success. The school leaders have recently spent time getting staff across the school trained in trauma informed practice to allow them to further support children by giving them more knowledge on the impact of adverse childhood experiences.

Training on a restorative approach has been shared with all staff and is now used effectively, with specific wording such as 'I wonder if...' being used by staff, rather than closed questioning, when supporting children. At Greenfields children have their voice heard and this was seen throughout the review day in the calm and positive interactions between pupils and staff. Staff take the impact away from the child and help build the narrative to develop children's understanding and reflection on events.

Leaders reviewed and updated the school behaviour policy to reflect their approach and wanted to ensure the effective implementation of it and that staff were confident to effectively implement it in classrooms and communicate it to children. The policy now has details about their emotional and restorative approach to managing behaviour and integrates the zones of regulation, which are used in every classroom across the school.

The zones of regulation are integrated into the behaviour policy and these are now used consistently and effectively so that children can identify the triggers to their behaviour and make changes to modify it into more positive choices. Pastoral areas such as the Den also now follow this whole school approach so those children who require additional support during unstructured time can reflect on how they are feeling, empowering change within them.

The school values are also intrinsically woven through the behaviour policy. Children in Year 6 are made Value Ambassadors to further their responsibility in acting as role models for younger children. On the assessment day, children were able to talk through the school values confidently.

A new area of development has been the implementation of the Rights Respecting Schools programme. All staff accessed training in September and the school is now in the process of becoming a 'Rights Respecting school.' In discussion on the review day, children were able to talk about this and shared how they like having their voice heard. This approach will continue to be developed over the rest of the academic year.



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Leaders shared how they have started to work with the Connect Mental Health Services team who support children with SEMH needs. The work has started this academic year and has so far involved staff training and the team also attending the school parental coffee mornings. Over the coming terms they will begin to work with children, offering 12-week programmes.

Leaders have also implemented weekly briefing meetings, which have a focus on key children, looking at what is working well and what all staff can do to support identified children. Wider issues affecting key children are shared so all staff have a consistent approach.

Another adaptation leaders have made is giving children targeted, individual timetables as needed. Children with specific needs have altered timetables, for example a 20/20/20 approach is used for some children to enable them to regulate (20 minutes to eat lunch, 20 minutes outdoor play, 20-minute focused calm task e.g. turn taking game, time to talk, colour). This approach is having a positive impact and supporting children in experiencing success.

The final big area of focus has been in the development of the school environment. Staff across the school have worked hard to improve the classroom spaces and environments so that they are conducive to effective learning and supportive of those with language and communication needs or SEMH needs. In each classroom there are a range of resources for children to access such as visual aids, checklists, now and next boards and vocabulary banks. There are also sensory toys for those who need them.

Calm zones have been developed throughout the school, for children to access if they are feeling overstimulated or dysregulated. In the Early Years, these spaces are quiet reading nooks or sleep areas with sensory lights and noises to help regulation. In Key Stage 1, calm zones have been created in the classrooms, ensuring that children can safely access these whilst appropriately supervised. In Key Stage 2 calm zones are near but not inside the classrooms. This was a conscious decision made by staff, as pupils at Key Stage 2 shared that they were aware of their peers and wanted space near, but away from their main classroom. The children use these spaces in a mature and appropriate way.

It is clear that extensive work has been completed on the Flagship project and that the work has had a positive impact on the whole school community.



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### Agreed Actions for the Next Steps in the Flagship Project

Leaders remain committed to their Flagship project and developing it further over the coming year. They have identified three key themes they want to further refine and embed: identifying need and supporting children as early as possible; developing and embedding the Rights Respecting Schools programme, and further development of the newly opened Community Hub.

The following actions have been agreed:

- To continue to invest in high-quality professional development for staff which links directly to the changes of SEND support in Early Years ensuring needs of the children continue to be met.
- To further embed a consistent approach to behaviour across the school, ensuring all children understand their rights and responsibilities and that positive behaviour is promoted through mutual respect, empathy, and a shared commitment to upholding the rights of others.
- To create community links through the opening and development of the Community Hub.



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### Overview

Greenfields Community Primary School is a school that is the hub of the community.

There are high levels of care, high aspirations and a holistic approach throughout the school. Pupils are encouraged and enabled to thrive, to engage and to experience success. The four core school values, *'Be amazed, be brave, be original, be bold'* underpin life at Greenfields and are a golden thread to drive the school. Staff have built a culture where pupils strive to achieve. Positive relationships are at the centre of the school. The belief that all children at Greenfields are important and valued is clear.

The well-being of the whole school community is considered at Greenfields. Staff are committed to supporting the mental health and wellbeing of pupils, parents, carers, staff and other stakeholders. Leaders acknowledge that schools have a central role to play in enabling pupils to be resilient and to support good mental health and wellbeing. Staff use their training and experience and work hard to understand the behaviours of their children and ensure that they have strategies in place to allow children to regulate. The close working relationships with families also supports this. Throughout the day, staff demonstrated skills of de-escalation and children were effectively supported.

As part of their commitment to mental health and wellbeing, students are encouraged to have a voice and are developed to support others as part of the various pupil roles that are on offer such as School Council, as well as other positions of responsibility, for example House Captains, Ambassadors and Playleaders. During the assessment day, members of the school council shared how they vote on what will help improve their school and how part of their role is to support younger children. One year 6 child shared how the Y6 Values Ambassadors support in identifying children who are demonstrating their school values, and these children are rewarded in the weekly award assembly.

Wellbeing needs of staff are taken seriously by leaders and one staff member articulated how leaders have considered their workload and put things in place to reduce this. Throughout the day, staff shared that leaders at Greenfields are supportive and caring and that there are opportunities for staff to develop and progress. The CPD offer is strong.

Communication is constant at Greenfields. Leaders value effective communication and communicate with parents in many ways. Staff use an electronic communication tool called SeeSaw, where information can be shared quickly and effectively and is also used to celebrate learning. Parents are appreciative of this. This is a school that values relationships and working in partnership with families. On the review day, parents shared how this school is effective at supporting them and their children. One parent said, *'The staff go above and beyond, I can't thank them enough. They are very supportive and even do things like pick our children up to bring them to school.'* Another parent also confirmed the supportive nature of staff, explaining *'This is a great school. You can talk to staff and they build relationships and bend over backwards to help. You can open up without being judged. Staff have gone shopping for us to help us!'*

The leadership team are hardworking, driven and committed to breaking down barriers that may impact on a pupil's life chances. They talked about the recent focus on Zones of





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Regulation and Right Respecting Schools and how these now underpin their Behaviour Policy, alongside the school values. They shared how they are having a positive impact on children's behaviours and are allowing pupils to develop and grow. At the heart of the behaviour policy is the belief that all children at Greenfields are important and valued and that they all have a right to be educated in a safe, calm and purposeful environment. This belief was evident throughout the assessment day. Children were able to articulate these drivers in discussions about their school. One child shared, *'We are a Rights Respecting Schools. I like the fact we have the chance to speak and be listened to and have a voice.'* Another said, *'There is always someone to speak with and help us when we are stuck. I trust the staff here.'* One child talked passionately about the Zones of Regulation, stating how it helps them to identify and share feelings and how they can talk to teachers privately if needed.

The learning walk and tour of the school illustrated that the school values are embedded and that pupils at Greenfields are polite and welcoming. During the review, pupils were keen to interact and say hello. Every classroom visited was calm and purposeful, with pupils engaged in their learning. Two children were keen to show their maths work that had supported them in achieving a Headteacher gold sticker. Pupils are celebrated at every opportunity. Displays of pupils' work are evident in each classroom and in corridor spaces.

The focus on ensuring all classrooms are equipped with the necessary resources to promote language and communication, as well as supporting those with processing or memory difficulties, was evident. Classrooms are appropriately equipped with sensory resources such as fidget toys, wobble cushions, and now and next boards. Where necessary, classrooms have a sensory area or calming area. Safe spaces for learners are also available outside of the classroom such as the dedicated sensory room. The school has been innovative and creative in their thinking about how they can develop spaces to enrich all areas of school life. Most classrooms have dedicated areas to support children and all spaces have been utilised and given a clear identity, such as the den and the sensory room. The den is a space children can access during lunch and that is also used on a Monday evening for a youth club for Y6, Y7 and Y8 aged pupils. An external company runs it and gives the children the opportunity to eat, interact and participate in art and craft activities. It is also an opportunity to support the transition from primary to secondary.

A key focus, since the last IQM assessment day, has been further development of the curriculum. Leaders shared how the expectation is that the vast majority of children will follow the same curriculum, with adaptations made to the way and amount they record their learning being made for children with SEND. One staff member shared how a key aim has been on making lessons more visual with concrete resources used to support understanding. They shared how they make things as visual as possible to support children and have worked with external experts in the Local Authority to look at how they can improve practice. This was evidenced through the use of physical resources used to support a Y6 maths lesson about percentages, widget symbols seen in books and through the use of 'now and next' boards in intervention sessions. Support staff are trained in offering a range of targeted interventions for those who need it, such as phonics, dyslexic support, gross motor intervention and zones of regulation. In the



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sessions observed, staff demonstrated strong knowledge and children were engaged and responding to the high expectations of staff.

Staff shared how they have also tried to remove literacy as a barrier. They have developed the use of QR codes to support in capturing learning and progress, for example, children talking through assessment points in history. Pupil books show progression in learning and that children take pride in their work.

Work has been completed on each foundation subject curriculum area. Leaders shared how they try to use active learning strategies and follow the 'magenta principles' such as 'reduce it,' 'change it' 'simplify it.' Leaders are passionate that children are not just copying work and that they are demonstrating higher order thinking wherever possible. One leader shared how if things are 'abstract' they try to add scale to them and link to the experience the children have for example, using blocks to indicate time on a timeline in history to try and support accurate scaling.

Another curriculum focus has been on building more cultural capital into the curriculum with a focus on the local, national and global world. One staff member shared how they try to use the 'ripple effect' - looking first at local, then national, then international. The curriculum is knowledge-rich and embedded with experiences and cultural capital to broaden children's understanding. Leaders are aware that there is a deficit in some children's life experiences when they join the school, so they have worked hard to provide an offer that combats this. Leaders want to ensure children have the opportunity to develop their knowledge of the world around them. The curriculum offers opportunities for learning beyond the classroom. The school has a broad range of afterschool clubs on offer and there is a wide range of enrichment in school to ensure all pupils have access to engaging and enjoyable activities to enhance learning and personal development. This is now expanded further through the curriculum and through school trips and clubs. There are a range of clubs on offer, such as the Astronomy Club, which has now led to a trip to Kielder Observatory being planned for the Spring term. Children have the opportunity to participate in a wide range of trips such as a recent trip to Powburn, where children engaged in a range of outdoor and adventurous activities.

Staff have also developed their offer by engaging with the Lyfta programme, which allows children to visit the world virtually. Pupils can click on the globe and meet real people and learn about their life. Leaders shared how they want to challenge stereotypes and demonstrate to children how we are all connected even though we are all different. School council members updated how they are working with staff to roll out a Global sustainability project, where they will be involved in live lessons after school (4-5pm) through 'Schools of Tomorrow' and meet with children their age and come together and explore real life issues. This project is starting in January and will be on offer every fortnight, studying topics such as climate change, fast fashion, sustainable cities and energy.

The school truly is a community school that cares. This is evident in the newly opened Community Hub. The Headteacher wanted to create it to provide further opportunities to support families and the community, particularly in light of the current cost of living



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crisis, so that they have a warm, safe space to spend time and also have access to community groups and a food bank and clothing bank.

Leaders have worked with parent volunteers to develop a strong offer already. The space is already used to host coffee mornings and also to offer community groups. On the day of the assessment, the team were in the process of decorating the hub and the school hall for the Christmas Fair. The team discussed how they have ambitious plans to offer a wide range of community groups such as a talking men's club, a baby and toddler group, a 'knit and natter' group and also a book club and a garden group. Leaders hope that by providing better support to the local families and community, they will also ensure the needs of Greenfields children are met.

Leaders are forward thinking and outward facing. The school has strong links with the local community and other professionals. They work closely with the Local Authority and other schools. The Headteacher is passionate about developing staff and sharing best practice. Leaders understand the importance of networking. One staff member confirmed this, sharing *'Our Headteacher is good at letting staff go out and train and develop.'* The staff also go out to share their expertise with a number of staff working as SLEs (Specialist Leaders in Education) and one staff member recently being awarded Science Teacher of the Year.

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 maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The school has proved their commitment to inclusion over their years of IQM accreditation and I believe they continue to have the passion and expertise to continue to drive the inclusion agenda in their own school and beyond.

The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and will look closely at how the Leaders have fulfilled the objectives outlined in the Flagship Project. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Mrs Emily Carr**

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

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