



Assessor's Evaluation for the IQM Flagship Project



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

Head/Principal Gemma Robertson

IQM Lead Mrs Amy Banks, Mrs Ashley Wilson

Date of Review 8th December 2025

Assessor Ms Joanne Smith

IQM Cluster Programme

Cluster Group Tyne and Wear

Ambassador Ms Annette Sowden

Next Meeting 26th March 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2023	9 th October 2023	Yes
Spring 2024	3 rd May 2024	No
Summer 2024	24 th June 2024	Yes
Autumn 2024	16 th September 2024	Yes
Spring 2025	20 th March 2025	Yes
Summer 2025	3 rd July 2025	Yes



Assessor's Evaluation for the IQM Flagship Project



The Impact of the Cluster Group

Monday 16th September 2024 New York Primary School.

This visit had powerful and positive impact on Greenfields and their practice around nurturing their most vulnerable pupils. Attendance at this session strengthened staff understanding of how the nurture principles can be embedded across all key stages to enhance pupils' social, emotional and academic development. The physical environment that was in the process of being developed was interesting and provided opportunity to reflect in the school's own practice. The IQM lead developed a space within her own room so that they were able to maximise learning with minimum disruption when a child may need some time away from the busy environment. This work has impacted positively in their school practice. The early literacy and maths CPD offered useful, hands-on approaches to support early communication and thinking skills. The school improvement workshop was also valuable in helping the school to connect their Flagship work with wider cluster aims.

Thursday 20th March 2025 Greenfields Community Primary School.

Hosting the cluster meeting was a highly positive experience for the school and provided a valuable opportunity to showcase the development and impact of the Community Hub. Staff were able to share effective strategies for building strong family partnerships. The presentation from the Northern Guild further enriched the session, strengthening staff knowledge around mental health, trauma-informed practice and the vital role Community Connections play in promoting wellbeing. Feedback from visiting schools was exceptionally positive, with many highlighting Greenfields as a model of good practice for community collaboration and inclusive family support.

Thursday 3rd July 2025 Sunderland University IQM Conference.

The IQM lead felt that their engagement with the conference provided valuable clarity on next steps for strengthening inclusive practice. It affirmed their current direction and gave thoughtful insight into new possible inclusive approaches that could be implemented. Overall, the conference reinforced their commitment to both evidence-informed practice and their own reflective practice which both are major drivers in their ongoing improvement.

Evidence

- IQM evaluation form reflection
- Meeting with IQM leads
- Meeting with Headteacher
- School Website Information
- Learning Walks
- Rights Respecting School Plan and Class development evidence



Assessor's Evaluation for the IQM Flagship Project



- School displays
- Pupil Voice leaderships representatives
- Meeting with Teacher and Rights Respecting Lead
- Parent and Community Voice

Additional Activities:

- Tour of Community Hub



Assessor's Evaluation for the IQM Flagship Project



Evaluation of Annual Progress towards the Flagship Project

Embed a consistent, rights-based approach to behaviour across the school, ensuring all pupils understand their rights and responsibilities. Promote positive behaviour through mutual respect, empathy, and a shared commitment to upholding the rights of others. At the same time, strengthen community engagement through the continued development of the Community Hub, fostering meaningful partnerships that reinforce, model, and extend these shared values beyond the school environment.

Greenfields Primary School promotes positive behaviour consistently through well-established systems and routines that are understood by both staff and pupils. They have refreshed their policy with staff and pupils to ensure a united and coherent approach. Staff use common, shared language that reinforces the school's emphasis on rights, responsibilities and respect. This common understanding helps create a calm learning environment where expectations are clear for everyone.

A restorative approach sits at the heart of the school's behaviour culture. This is supported by a strong values-based foundation. Staff model these values daily, guiding pupils to reflect on their actions and consider the impact on others. They work towards positive resolutions when arguments arise. This approach emphasises learning from mistakes rather than simply imposing consequences which contributes to pupils' social and emotional development.

Class charters are collaboratively created with pupils, and the school rules are actively lived. Pupils genuinely own the class charters and there is clarity over the standards and behaviours that have been agreed. As a result, pupils develop a strong sense of responsibility for their own behaviour and attitudes.

Pupil voice is a clear strength of the school. Children feel confident expressing their opinions and are able to articulate how they resolve disagreements or approach difficult situations. They can explain the steps they take to restore relationships, and they can talk about why these strategies matter. Pupils' ability to communicate so effectively reflects the school's commitment to empowering pupils as active participants in their own development and in shaping a positive, respectful school culture. The school has a newly formed Rights Respecting Steering Group and although this group is still in its infancy, they have a clear plan of how they wish to develop and take ownership of the monitoring & promotion of the rights-based approach.

The leaders and the school have a strong and sustained commitment to raising the quality of practice to improve outcomes for children across the setting. The initiatives undertaken reflect thoughtful leadership and a clear genuine dedication to inclusive provision.

Leaders' have worked to further upskill new staff about their graduated approach to supporting all pupils. This is an essential part of their induction process and highlights the value that leaders place ensuring pupils who may have a special education need, receive the best possible care right from the outset. By embedding this into the school's onboarding experience, ensures that all new staff members develop a consistent and secure understanding of Greenfields approach and understand the expectations of staff



Assessor's Evaluation for the IQM Flagship Project



to ensure rapid and sustained support. This proactive strategy strengthens staff confidence in identifying need. Support and implementing effective interventions as well as the role of the SENDCo when needing advice is all an essential part of their daily practice. Collaboration is viewed as key. The school's work recognises that continued research-based training leads to consistent practice and therefore improved outcomes for children. For example, the KS1 team are currently undergoing a research-based programme about the school environment and the timetable. This is already impacting positively on some of the most vulnerable pupils, giving them space in the day to share their experiences. Staff report this is supporting their emotional development and ensuring pupils are able to enjoy school, stay focused and engage fully in lessons.

Leaders have also prioritised collaborative working by supporting key workers to jointly complete referrals for pupils needing additional support. This approach has empowered staff and increases their confidence; this has been especially effective with new staff. The importance of staff understanding the school's graduated approach is seen as critical. This form of connected leadership gives a clear message that every member of the teaching team is a teacher of SEND and has a key role in ensuring the best for every child. By guiding and involving key workers in the process, the school has strengthened its internal capacity to respond quickly and appropriately to emerging needs. This reflects strong leadership, effective communication and a commitment to building staff skills.

In addition, leaders have taken important steps to establish a wider team of professionals working with the school through the child alert system. This initiative has significantly strengthened multi-agency collaboration and created a robust and responsive system to support the correct pathways of support for children. By ensuring external professionals are engaged early and working alongside the school, leaders have improved the speed and effectiveness of interventions. Leaders have a clear overview of the of coordinated support. There is a strong understanding of the Local Offer and how families can access this support.

The school has also invested in developing stronger relationships with key workers, fostering a culture of trust, openness and professional dialogue. This relational emphasis has encouraged staff to share concerns, seek guidance, and engage in reflective practice. Leaders' supportive approach has enhanced team cohesion and strengthened communication across the setting, particularly around the support for children with SEND. This has contributed to a positive and confident workforce.

The school's ability to extend their practice from the 9-month daycare provision is excellent. It puts the community they serve at the heart of all they do. By identifying successful strategies and approaches and implementing them more broadly, the school has ensured greater consistency in care and education. This action reflects forward thinking leadership and a strong capacity to scale effective practice across different teams and age groups. Leaders are inspiring in their aim to ensure children and families are supported and develop a strong sense of belonging.



Assessor's Evaluation for the IQM Flagship Project



Agreed Actions for the Next Steps in the Flagship Project

Developing a communication-rich, inclusive culture from the earliest years through oracy, early identification, and rights-based practice.

Outline of Project: The leadership team are keen to build upon the success of last year's wellbeing-focused project. The next phase will focus on the development of speech, language, and communication (SLCN) across all age ranges; from their newly expanded daycare provision (9 months–2 years) through to Year 6.

Leaders are clear of the strong link between communication, behaviour and emotional wellbeing and aim to ensure all staff are confident and skilled in supporting children's spoken language development. Through the lens of the new Oracy Framework, they will strengthen children's ability to communicate, listen and interact well, creating the foundations for positive relationships and inclusive learning.

Partnerships with external agencies, particularly Speech and Language Therapy (SALT) service are essential to the success of this project. Their specialist expertise will support staff in accurately identifying SLCN needs and will ensure consistency of approach that aligns with evidence-based practice. Through joint training, consultation and targeted support, professionals will help strengthen their whole-school oracy culture and enhance early identification pathways.

The school environment already encourages conversations and opportunities to interact positively, and leaders hope to develop this even further. Staff support pupils in making choices about how they best learn. They are able to make choices about where they sit or stand in lessons and appreciate that they have choices. Quiet spaces are provided so that pupils can learn without distraction. Creative spaces are well planned so that continuous provision allows for periods of uninterrupted play which develops thinking and gives opportunity for pupils to share and talk about their play and learning. This was evidenced in the reception classrooms with high level of independence. Pupils do not look up from their play and were all fully engrossed in engaging, purposeful activities. Leaders are keen that the success they are seeing through this approach is further developed in an appropriate manner across school.

Parents and carers will also play a vital role in the success of this work. By engaging families positively and consistently, the school aims to develop a shared understanding of the importance of speech, language and communication. They have clear plans in place to support parental engagement with a range of practical guidance, workshops and accessible resources so that parents feel empowered to support their child's communication development at home. The school already has excellent support from their families, and this ongoing partnership approach will ensure continuity between school and home, reinforce the oracy skills promoted through the new framework and contribute to improved wellbeing, confidence and outcomes for all children.



Assessor's Evaluation for the IQM Flagship Project



Overview

The school has high expectations and aspirations for their pupils, they want them to reflect on the world around them, be amazed, curious and never to lose the sense of awe and wonder that ensure they make the most of every moment, stay positive, resilient and hopeful about what tomorrow may bring. Leaders are keen to sustain a deep sense of belonging for pupils and family so that partnerships remain strong and the absolute best outcomes are achieved. Every person is valued and welcomed at Greenfields Primary School. Pupils talk about staff knowing their name and always having a kind word and a friendly smile. There is a strong sense of purpose with well-established systems and routines that make pupils feel safe and well cared for. One pupil said, the adults are good at listening, and the children have a voice at Greenfields.

Governors work to support the leadership team; they provide challenge and support and have an excellent understanding of the strategic overview of the school's work and excellent understanding the day-to-day operational workings of daily life at Greenfields. They are welcomed beyond the termly meetings and visits to participate in learning about curriculum, teaching and learning are encouraged by leaders. An example of this is the recently introduced the Voice 21 projects where governors have visited to see this work in action. Feedback from one governor was that the supported way in which pupils are invited to contribute to discussions, was very skilful and they reported that their own child now talked about having a voice and is confident sharing thoughts and opinions with others in school.

The school continually reflects on its curriculum to ensure it remains suitable and ambitious for all pupils. Leaders have developed a curriculum that is carefully sequenced and builds progressively on prior knowledge. Adaptations are made where necessary to meet pupils' individual needs, including sourcing specialised programmes that align with external professional recommendations. One example of this thoughtful provision is 'The Nest,' a dedicated space that supports pupils who may find a busy classroom challenging for a full school day. This environment has already proved successful in helping pupils regulate, re-engage, and thrive in their learning.

The school also makes effective use of high-quality external resources. Sensory Classroom is an online training and resource hub, provides staff with targeted professional development. The school's sensory-based core word programme is further supporting pupils who require an adapted curriculum, with positive impact already evident in developing communication skills.

Examples of strong practice can be seen across subjects. In mathematics, the school's use of Mastery Maths, including high-quality materials from the NCETM, is helping to strengthen pupils' understanding and improve mathematical vocabulary across the curriculum.

Teachers with subject specialisms lead curriculum design across the school. For example, staff with expertise in history, geography, and PE not only shape high-quality provision within Greenfields but also contribute their skills across other schools to support wider curriculum development. Their detailed, well-structured plans provide clear guidance for non-specialist teachers, ensuring consistency and strong delivery in every classroom.



Assessor's Evaluation for the IQM Flagship Project



The school's pedagogical approach is rooted in the belief that staff "step back so everyone can move forwards." Teaching begins from a strong starting point, revisiting prior learning and moving at a pace appropriate for pupils. Confidence-building, vocabulary retrieval and securing understanding of previous concepts are central, ensuring new learning is meaningful and sustainable. All pupils are expected to meet the same high standard, but the ways they achieve this may differ. An example of this adaptive practice is seen in geography, where pupils use QR codes to record spoken responses, allowing them to demonstrate understanding without being held back by the mechanics of writing.

Strong modelling and plentiful opportunities for guided practice ensure fluency before pupils are expected to work independently. Toolkits and reference materials support learners to recall techniques and apply them accurately, helping them grow in independence and confidence.

Assessments provide an accurate picture of pupils' knowledge and help identify any gaps in learning. In addition, bitesize assessments are used to reduce anxiety and ensure pupils feel comfortable and confident when demonstrating what they know. Staff take pupils' wellbeing extremely seriously and work hard to ensure that every child experiences a happy and supportive school day every day.

Behaviour across the school is excellent. Pupils are settled, classrooms are calm, and both children and adults appear happy and relaxed. It is evident that positive relationships are at the heart of the school's work. Pupils speak confidently about their experiences. One child commented, "Everyone gets on, the teachers are friendly, everyone has the same rights." Another added, "There is no bullying at Greenfields, everyone is kind." Their voices reflect the school's inclusive ethos, and the strong sense of belonging pupils feel.

Independence is an expectation, underpinned by the belief that "we can do hard things." Staff initially offer close support and explain their process as being hand-over-hand guidance and gradually step back to ensure pupils grow in confidence and independence. This makes sure pupils are ready for their next phases in their school journey.

Staff know their pupils extremely well and take time to build meaningful connections through conversation and daily interaction. One pupil shared that they like that they know everyone in school and everyone knows them. School and class rules are clear and well understood. Respect for one another is embedded in everyday practice and strongly reinforced through the school's work as a Rights Respecting School. Pupils clearly understand that with rights come responsibilities; this is visible in displays around the school and evident in pupil discussions.

Staff actively model the language and key vocabulary pupils need when problem solving. Pupils also speak positively about the range of leadership opportunities available to them, such as playtime buddies, school council members, and values ambassadors, they are roles they enjoy and take pride in. The pupil representatives talked about making a real difference and helping support their friends and peers.

The online learning platform is used effectively across the school for homework and for showcasing children's achievements. Parents' meetings are viewed as valuable opportunities to strengthen partnerships and collaboration between staff and families.



Assessor's Evaluation for the IQM Flagship Project



These meetings are viewed as both genuine and purposeful. Teachers are keen to engage parents to ensure pupils make strong progress throughout their time at Greenfields.

Pupils take great pride in sharing their work. For example, the Rights Respecting Ambassadors attended parents' evening to inform parents of their school approach to rights and responsibilities. A wide range of events are carefully planned to provide parents and carers with opportunities to learn about the school's curriculum, classroom practice, and key transition points. The school fair, held on a Saturday, received excellent support from the entire school community. Parents particularly appreciate staff going the extra mile to ensure everyone has the chance to attend school events.

There is a clear and well understood link between pupils enjoying school, attending regularly and achieving. Greenfields exemplifies this in all aspects of school life. They work quietly, humbly and consistently. The values the school instils in its pupils are clearly reflected across the whole community, permeating the attitudes, interactions and daily life of everyone within the school.

The school has developed an excellent Community Hub which offers an inclusive space that serves both families and the wider community. A parent and key volunteer shared their experiences of running the coffee mornings, workshops, food share, uniform recycle and the various groups that run within the Hub. It is clear that these opportunities strengthen relationships, encourage participation and help build a connected community. Informal feedback to school leaders is incredibly positive and the excellent work of the Hub is promoted through newsletters and social media. The school is keen to make sure their local community feels valued. They have made excellent links with local businesses who have contributed to the development of the Hub.

Links with the local community settings such as the church, as well as regular planned visits to local places of interests and visitors to school, enrich pupils' understanding of their local environment and beyond. Pupils enjoyed sharing stories about the residential visits and school sleepovers which enhance their learning. Year 6 pupils said they would look back at their time in primary school with gratitude for the many opportunities they were given as well as the kind staff. One child said, "Everyone knows everyone at Greenfields, it's a safe place to be."

The leaders see their role in raising aspirations as important and their careers curriculum, World of Work (WoW), is carefully planned; for example, during science learning, pupils explore the role of a meteorologist as part of their understanding of weather. There are many opportunities in learning that are intentional for pupils to learn more about careers on their doorstep and beyond their local area such as a recent visit from Kielder Observatory and hands on geography fieldwork delivered through National Trust venues. In Religious Education, the school ensures pupils access real-life experiences of different places of worship and cultures. It also makes excellent use of platforms such as LYFTA, enabling pupils to take virtual journeys around the world, meet people from a variety of backgrounds, and learn about their lives first-hand. These experiences significantly enhance pupils' understanding of British Values, particularly tolerance and respect, which are regularly reinforced through assembly themes.



Assessor's Evaluation for the IQM Flagship Project



In summary the school has high expectations of all involved in the life of Greenfields to support the best outcomes for the pupils in their care. They see themselves as part of a connected community that aims to serve their families with inclusive values at the heart of their work.

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 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: Ms Joanne Smith

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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