



## Report on IQM Inclusive School Award



**School Name:** Moorside Primary School and Nursery  
Harrogate Road  
Ripon  
North Yorkshire  
HG4 1SU

**Head/Principal:** Mrs Claire Rowett

**IQM Lead:** Mrs Jessica Hunton

**Assessment Date:** 12<sup>th</sup> November 2020

**Assessor:** Mary Hewitson

### Online Meetings Held with:

- Headteacher
- Governors (including Chair of Governors)
- IQM Lead via telephone call
- SENDCo
- Parent Support Assistant
- Class teachers including, a NQT and her Teacher Mentor and Lead teachers for Assessment
- Nurture Lead
- Teaching Assistants (SEND and Inclusion)
- Pupils
- Parents



### Overall Evaluation

Moorside Primary School is a single form entry Primary School and Nursery with 179 pupils on roll. Until recently, the Junior and Infant schools were separate organisations although they were situated on a shared site. The amalgamation was an extremely challenging time for the school community as the infant school had been classified as a school requiring 'Ofsted Special Measures,' whilst the junior school retained a judgement of 'Good'. Prior to the amalgamation, the schools collaborated through a temporary period of shared leadership. However, the tenacity and determination of the current Headteacher of the newly established primary school, was pivotal in the creation of a new identity for the school. Moorside Primary now has far greater sustainability, is respected by the local community and is enjoying the benefits of a refurbishment. The new buildings have improved the learning environment and there is an overarching aim to sustain, high quality provision.

39 pupils have a Special Educational Need or Disability (SEND) and an increasing number are in receipt of Pupil Premium funding. 4 pupils have Education Health Care Plans (EHCPs) and 2 more are in the process of being assessed. The school was commended by Ofsted for its work with SEND pupils. Deprivation levels are significant with many families coping with housing and employment issues. 68% of families occupy supported housing and 32% are in receipt of Pupil Premium funding, a percentage that is increasing. Attainment by pupils is improving and the school has increased its standing and popularity within the local community.

Unfortunately, the IQM Lead was unable to be present for the assessment but the success of the day was testimony to her hard work and meticulous preparation. The highly detailed documentation demonstrated her thorough preparation and commitment to inclusion.

As a result of the restrictive factors caused by the outbreak of COVID-19, this review was conducted remotely using an online platform. The IQM Coordinator shared as much information as possible in the absence of a personal visit, through an informative telephone conversation prior to the assessment. An online meeting with the Headteacher took place the day before the assessment which helped 'set the scene' for the formal assessment. These informal conversations enabled us to introduce ourselves and to agree the best way to proceed. We anticipated the challenges that might occur during the various remote meetings with stakeholders and agreed a plan should our first choice of technology fail. The possibility of a follow up, online meeting was agreed for a few days after the assessment, to enable a check of any factual information.

The Headteacher has led the school through an incredibly challenging time, from a difficult amalgamation of an Infant and Junior school to the establishment of Moorside Primary and Nursery School. Initially she was a Senior Teacher in the Junior school but was redeployed to work in the Infant School which had just become subject to Ofsted Special Measures. Pupil achievement was low and a plan was in place for the school to be closed. This demanding experience helped her to develop an understanding of the anxiety being experienced by both school communities as she worked tirelessly to rebuild confidence and self-esteem of the staff. Over time, she gained the confidence of parents of children in the schools and as a newly appointed Headteacher took control of



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the successful transition to the new provision. Her ability to build a team based on inclusion, respect and aspiration has helped her develop a successful school with committed staff who are equally determined to be part of a learning environment that is 'as good as it can be'.

At the beginning of her journey as a Headteacher she organised a 'Visioning Day' so that she could hear and take on board the ideas, hopes and aspirations of all staff and Governors. Outcomes generated through discussions were fed into the first development plan for the new school and provided a blueprint for future action. In her own words she began to 'grow a school'

The Headteacher's vision for excellence is demonstrated by the way she has developed her staff, with clearly defined roles and responsibilities. Whilst she has entrusted key tasks to others, she retains an insightful overview of every area. The well-established Inclusion Team involves the SENDCo who has overall management, the Parent Support Worker who leads outreach support for families, the Nurture Leader who focuses on the social and emotional needs of pupils and the Inclusion Leader who has responsibility for the IQM Self Evaluation Report and other day-to-day aspects of inclusion. Members of the team work closely with the Headteacher to ensure high quality provision for all pupils but especially those with additional needs. Inclusion and nurture are given the highest priority which is demonstrated by having a Nurture Leader in the Inclusion Team. The school philosophy states that 'nurture groups turn children's lives around, ensuring no child is left behind and are also an excellent 'sharp end' intervention. They allow teachers dedicated time and a framework through which to work with individual children'.

The school benefits from an exceptional Governing Body with strong leadership by the Chair and Vice Chair. In a short period of time they have established a strategic direction to ensure that the support the Governors give to the school is appropriate and well planned. Again, there are clearly defined roles and responsibilities; Governor visits to the school are recorded on a generic proforma which is used as a prompt to give feedback at full Governing Body meetings. One Governor noted that the positive relationships with parents are a result of the school becoming a welcoming environment. Similarly, Governors have established excellent relationships with the Headteacher and have managed to blend the role of 'critical friend' with that of 'ardent supporter'. The Headteacher is extremely appreciative of the knowledge and life experience Governors bring to their work for the school.

During the first lockdown, the entire school staff pulled together to serve the local community. Children of key workers were welcomed and this service was extended to pupils from other schools that were unable to open. The school quickly recognised a need for nursery care for very young children and babies, so the provision was extended to provide childcare for children below the age of 3. Staff gave freely of their time and had the need arises, were prepared to offer Nursery care seven days a week.

The Parent Support Assistant (PSA) coordinated contact with families and ensured that parents of children with additional needs received extra phone calls and doorstep visits. Teachers also maintained close contact providing home learning packs and giving encouragement to pupils and advice to parents. One Governor emphasised that the staff



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had gone 'above and beyond all expectations' by the way they had reached out to families.

Parents who met with me reiterated many positive comments about their relationship with the school. One parent whose child has additional needs expressed her gratitude for the way she is supported and described how the Family Support Assistant had accompanied her at her child's appointment. During the first 'lockdown' staff had read bedtime stories online so that pupils could maintain a link with their teachers and parents could have a break. The majority of the Year 6 pupils were in school before the end of the summer term and the mother of a child in the class described the leaver's assembly and the efforts made by staff to ensure that the pupils had a memorable fair-well celebration, in spite of the COVID-19 restrictions. Pupils from different year groups contributed to the day and explained the meaning of the Moorside motto, **PRIDE** which stands for **P**resentation, **R**espect, **I**ndependence, **D**etermination, **E**nthusiasm, summarising the acronym as 'being kind'.

Teaching Assistants are regarded as highly competent, well-trained professionals who work closely with the teaching staff often 'noticing' the additional needs of pupils before they become a significant issue. Their professional knowledge and experience is a powerful attribute and their skill in removing barriers to learning is exemplary. Their love of their work is tangible and they feel highly valued. They described many successful intervention strategies they have used, demonstrating their knowledge and professionalism. This support staff team is a tremendous strength of the school.

Positive, proactive relationships between teachers have built a highly effective team. Professional support is a strength and during a meeting with an NQT and her mentor this became very evident. Regular meetings with a sharp focus have helped the development of the NQT who also commended the wider teaching staff for the support they have given her. The competency of the mentor is clear and her positive communication skills and modelling of teaching are important factors for the success of the NQT.

Similarly, teachers with a responsibility for assessment and the tracking of pupil progress gave detailed explanations of the school's approach to data scrutiny and how it can inform next steps for teachers. Data is continually updated and anomalies are quickly identified so that an intervention can be introduced. In order to understand the whole child, including their mental wellbeing, the school is using a colour coded resource which gives information about academic achievement and mental health issues that may be affecting progress. The resource, which is informed by reliable assessment tools, provides 'at a glance' information so that teachers can identify cohorts or individuals needing support as well as those who have made significant progress.

My online visit to Moorside Primary School and Nursery was made memorable by the strong sense of teamwork under the leadership of an inspirational Headteacher. The determination of all staff to understand the complexities of barriers to learning and a commitment to serve the local community are the hallmarks of this inclusive school.



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I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

**Assessor: Mary Hewitson**

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

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



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

At Moorside Primary School pupils, parents, staff and Governors are regarded as part of a cohesive team, working together to 'be the best they can be'. The individuality of every child is acknowledged and staff work hard to celebrate success and ensure that pupils enjoy learning.

#### Strengths:-

The school has established an effective, designated Inclusion Team and an overarching policy which has been agreed by staff and Governors. Further discussion with Governors is initiated through the regular inclusion reports presented at Governing Body meetings, the School Improvement Plan and other policies with a specific focus on inclusion such as the Nurture Policy. Parents are regularly invited to attend meetings to discuss the additional needs of their child and to review targets agreed within the appropriate plan-do-review process or Education Health Care Plan (EHCP).

Staff seek opportunities to develop pupil awareness of the importance of inclusion through a variety of cross-curricular activities. For example, through Religious Education (RE), Personal, Social and Health Education (PSHCE) and History topics, pupils have been able to explore the plight of refugees and to participate in Black History Month. Pupils learn about the variety of faiths celebrated in their community and they recently enjoyed learning about Islam from a Muslim visiting speaker. Theme days are a useful vehicle for pupils to learn more about inclusion and recently the school organised an Autism Awareness Week. Pupils learnt about neurodiversity and the importance of celebrating individual differences.

The school employs a Parent Support Assistant whose role has further developed since the onset of COVID-19. She supports children and their families with a variety of needs and makes links with a wide range of external agencies.

The use of CPOMs (an online platform for recording safeguarding issues) is now well established and has greatly improved the efficiency of storing important information and the identification of patterns of behaviour. This has improved the school's ability to store and refer to concerns and to share information as appropriate.

Parents learn more about the inclusive values of the school through regular showcase events. The 'Reading Café' gives them the opportunity to visit the school and to enjoy informal contact.

The Behaviour Policy focusses on a restorative approach and is understood by all members of the school team. Senior Leaders have ensured that staff have access to resources such as social stories and Behaviour Aide Memoires to assist the development of positive behaviour. Incidents of inappropriate behaviour are swiftly addressed and parents are kept informed as necessary. Parents are also kept informed of their child's achievements through the use of 'Marvellous Me' an application that allows teachers to send positive messages and photographs to parents during the school day.



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Senior Leaders place high importance on good communication with parents, they have an 'open-door' policy and encourage parents to share concerns as soon as they arise. The informative website is easy to navigate and supplements the information provided by the regular, informative newsletters from the Headteacher.

### Next Steps:-

- Further develop inclusive practice and expertise across the school by continuing to strengthen and celebrate the impact of the Inclusion Team.
- Audit opportunities for addressing inclusivity within the teaching of all subjects, so that activities can be revisited over time.





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

Moorside places great importance on the provision of a stimulating, ordered and well-resourced learning environment. Prior to the amalgamation of the Infant and Junior schools, staff in both schools established a focus on consistency so that the transition process would be smooth and supportive for the pupils.

#### Strengths:-

The use of working walls within classrooms is well-established and is linked to the teaching of both Maths and English. For example, both subjects are taught using graduated responses, leading children from what they already know or can do, into an investigative process which prompts further learning.

Displays around the school and photographs on the website show positive images of inclusive practice. Success is celebrated and there are many opportunities for children to receive praise for their efforts. For example, there is a weekly whole school celebration assembly, a Sports Achievement Board, Marvellous Me' messages sent home, Moorside PRIDE certificates and a 'WOW' board to name but a few. The different ways of celebrating success have been adapted appropriately during this challenging time of COVID-19 to ensure that positive self-esteem is maintained.

The school is well equipped with ICT resources and laptops and iPads are available from a central storage area. Up to date applications and programmes are in use and include Purple Mash, Reading Plus, Timetable Rock Stars and Abacus. The library is well resourced and pupils also have access to a stimulating outdoor learning area which hosts Forest Schools sessions.

Provision mapping has helped teachers identify the need to develop dyslexia friendly classrooms. They recognise that some pupils experience additional needs and organise the learning environment to respond to these needs. Visual timetables are posted in every classroom, resources are clearly labelled and word mats, rulers and THRASS charts are easily accessed. Especially designed small group work teaching zones are available in the newer part of the school building.

Effective communication with parents is a priority. Newsletters with curriculum updates are sent each week and posted on the school website. Each term class teachers send 'learning letters' home which explain the learning that will be taking place. Termly homework challenges are shared and there are regular updates on the school's Facebook page. When necessary, home/school behaviour trackers are introduced and the Parent Support Assistant keeps in touch with families. Teaching Assistants are available to speak to parents at the beginning of the school day and teachers are available at the end of the day.

ICT resources support learning and an extensive range of learning platforms are used. Extra consideration is given to pupils with additional needs and appropriate ICT programmes are made available. A hearing loop has been installed to support a child with hearing impairment and ear defenders are provided for noise sensitive children.





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The school works closely with outside agencies to ensure that specialist equipment is accessed when necessary.

### Next Steps:-

- Continue to improve the quality of the physical learning environment by developing the outside learning area for children in the Early Years Foundation Stage (EYFS).



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

Success, achievement and praise are highly valued concepts at Moorside. The clear behaviour code and a focus on praise helps to develop consistent, positive, attitudes to learning. Determination and enthusiasm are nurtured and pupils are encouraged to respect others whilst developing their independence.

#### Strengths:-

Senior Leaders have worked hard to develop an effective Behaviour Policy with values that pervade every area of school life. Underpinning the policy is the work of Paul Dix and staff have been trained well so that they can implement his pivotal approach. A restorative attitude has been adopted which means that a child can recover from mistakes and move on within a caring environment which positively focusses on progress.

Behaviour expectations are displayed in all classrooms and the clear procedures for rewards and sanctions are followed consistently by all staff. CPOMS is proving to be an effective tracking tool as it helps teachers build a picture of the whole child when issues arise.

The individual needs of pupils are a high priority and staff respect the uniqueness of every child and in particular, those with additional needs. Barriers to learning are identified and, when appropriate, personalised timetables are implemented and supported by targeted resources.

Pupils learn about the diversity of their school, home and the wider world community. Other languages, religions and cultures are celebrated at various times throughout the year and Religious Education explores a variety of faiths.

Staff and pupils understand the principles of growth mindset and the 'can do' concept is used to raise self-belief and aspirations. Pupils are encouraged to attend parent consultation meetings which supports personal development and responsibility. Advice can be clarified and the child is part of the discussion rather than being left to guess what is being said about him or her.

Pupils enjoy extra responsibilities and can volunteer to become play leaders, class monitors or members of the Eco Committee. Assembly themes telling the life stories of aspirational people stimulate classroom discussions and help children understand the achievement of others, despite the inevitable challenges.

The Headteacher makes herself available to pupils and is famed for her 'hot chocolate' meetings with pupils. During informal discussions she can listen to suggestions and help the pupils understand that they have a voice as the most important of school stakeholders.



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### Next Steps:-

- Continue the excellent work of strengthening the nurture provision for pupils with high Social and Emotional Health issues (SEMH).
- Formalise and embed strategies and systems for supporting and improving staff wellbeing.

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

Since the amalgamation of the Infant and Junior Schools and the subsequent formation of the new primary school, there has been a key focus on recovery programmes to improve measurable outcomes for pupils. Teachers have identified many gaps in learning, especially for pupils who joined the school for KS2. However, carefully chosen strategies are beginning to have an impact and rigorous data analysis is showing improvement.

### Strengths:-

Senior leaders ensure that the needs of all pupils are considered and termly pupil progress meetings are well established. Within the classroom 'assessment for learning' assists progress through a measured approach to the identification of next steps for pupils.

Individual Education Plans (IEPs) are the outcome of termly reviews and ensure that the needs of pupils with Special Educational Needs and Disability (SEND) are identified and met. This includes pupils with Education Health Care Plans (EHCPs). IEPs incorporate an 'assess, plan, do and review' process and assist teachers as they identify the best approach for group or individual intervention.

Advice from external specialists such as Educational Psychologists, Occupational Therapists and Speech and Language Therapists is highly valued and helps teachers and parents fully understand the needs of individual children.

The keen focus on pupil progress is underpinned by a creative approach to curriculum content and Senior Leaders have carefully chosen resources that offer a fresh approach. For example, Maths Mastery is a teaching and learning approach that helps to develop a deep understanding of maths rather than the memorising of key procedures that rely on rote learning. It takes children through a staged approach as they move from practical activities to the development of more abstract concepts.

Teachers, children and parents contribute to the target setting process and consequently there is joint ownership of 'next steps' for learning. Teaching Assistants are kept informed and can access the teacher's detailed planning and information recorded on individual provision maps. Their contribution to the learning process is highly valued and records of their intervention work are maintained.

### Next Steps

- Continue to review and develop consistency in the deployment of Teaching Assistants (through MITA) so that learning is scaffolded and no child is left behind.
- Develop, implement and embed a rigorous approach to reading in every lesson across the curriculum.



### Element 5 – Learning and Teaching (Monitoring)

Moorside Primary School and Nursery regards itself as a 'progressive' school with a clear focus on success and achievement for all. The IQM process has initiated a thorough self-review and has helped staff clarify the school's identity and values. Teamwork established through collaboration between professionals ensures that there is a shared vision giving great importance to staff training and development.

#### Strengths:-

Teachers are committed to meeting the needs of every pupil acknowledging that achievement may be affected by emotional issues, age, maturity, ability and previous learning experiences. Identification of barriers to learning is a high priority and early intervention is put in place for those with additional needs to ensure equal opportunities.

Key Stage team members work together to ensure that the curriculum is broad and balanced developing a strong sense of self, ambition and resilience. They plan enrichment experiences such as launch days, trips and showcase events. An open discussion between teachers and the Headteacher helps to identify some generic performance management targets which are closely aligned to the School Development Plan.

The school uses a variety of monitoring and assessment tools and Subject Leaders take responsibility for tracking progress and outcomes in their own subject area. Information gathered through the scrutiny of planning, pupils' workbooks and classroom visits, helps to inform subject leaders who feedback information to the teaching team.

Staff are familiar with the Learning and Teaching Policy and elements are discussed and referred to during senior leadership meetings, key stage meetings, staff meetings and training days. Outcomes feed into day to day arrangements to enhance the learning experience for children and are reflected in daily planning.

Weekly meetings of the Inclusion Team ensure that advice from external specialists can be implemented and evaluated to ensure that pupils with additional needs receive appropriate, individualised support.

The good quality of teaching in the school is confirmed in a variety of ways including learning walks, discussions with pupils, data outcomes and peer assessment. Annotation of planning gives evidence of reflective practice and helps to inform groupings and next steps for learning.

#### Next Steps:-

- Continue to develop questioning strategies in whole class reading and guided reading lessons.
- Continue to embed the teaching of language and vocabulary by linking rich texts to the wider curriculum.

**Element 6 – Parents, Carers and Guardians**

Parental engagement is highly valued as a significant, contributory element, of pupil achievement, helping to develop a strong sense of ambition, resilience and well-being. It ensures that the support and nurture given by the school can be reinforced at home.

**Strengths:-**

Involvement of parents in the life of their children in school is strong. The many opportunities for them to become involved are advertised through the engaging newsletters, Facebook updates, showcase events, Reading Cafes and Parent Forums. Strong home links, particularly for vulnerable pupils and those with additional needs are developed and sustained through the work of the Parent Support Advisor. She is a vital link between home, school and external agencies who can give extra support and advice.

Parents of pupils with SEND are invited to termly meetings so that they can become involved in the review of provision for their child and can learn more about how they can support their child at home.

An open-door culture has been created so that parents can easily make contact with certain members of staff at the beginning and end of the school day. Regular messages sent via the 'Marvellous Me' application give parents extra insight into their child's time in school and create opportunities for parents to celebrate success at home.

Home visits are an important feature before pupils join the Early Years Foundation Stage (EYFS) and staff see these visits as a crucial part of building trusting relationships between home and school. Parents can take advantage of 'stay and play' sessions and in this way gain insight into their child's school experience.

There is an active parents association known as Friends of Moorside (FOMS) with a full calendar of inclusive events and Parent Forum meetings which are facilitated by the Headteacher.

It is important to staff that parents are familiar with the variety of teaching resources used. Many online resources have an area for parents and pupils which are highlighted in communication from school. For example, Times Table Rock Stars and Reading Plus.

**Next Steps**

- Continue to ensure that information shared with parents is regularly reviewed so that they are kept up to date with new, innovative, approaches to learning.
- Continue to find additional ways to involve the 'harder to reach' parents who may not be as confident about communication between home and school.



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

Members of the Governing Body have clearly defined strategic roles enabling them to carry out their work effectively. Minutes of meetings are made available to staff and parents and the thorough agendas demonstrate the planned monitoring of policies and the challenging questions that are asked. Governors attend appropriate training and regularly receive and review statutory documents from the school. They conduct their own 'self-evaluation process' annually.

#### Strengths:-

The school has an excellent Governing Body with a skilled membership. Governors are fully involved in both the day to day life of the school and its strategic direction. They are drawn from the local community and appreciate the challenges that families experience.

Governors demonstrate a commitment to inclusion and gather information through their regular visits to the school as well as by attendance at formal meetings.

There is a linked Governor for SEND, Inclusion and Safeguarding who meets with senior staff regularly to receive updates and termly reports as required.

Minutes of meetings show that Governors offer support as well as challenge and that they are actively involved in school self-evaluation. They bring a variety of skill and life experience to their role and contribute to the financial planning and strategic direction of the school.

Subject Leaders give regular updates to Governors on curriculum developments, they are welcomed into school to help them understand the challenges of day to day school life.

Governors are involved in data analysis so that they fully understand the progress being made in pupil achievement. This includes consideration of outcomes for SEND pupils, those with English as an Additional Language (EAL) and those in receipt of Pupil Premium funding.

#### Next Steps:-

- Develop leadership at all levels through the identification of priorities and effective action.





### Element 8 – The School in the Community

The amalgamation of the Infant, Nursery and Junior Schools has strengthened the school's positive identity within the local community. There is now greater involvement in community projects and charity work which has enhanced curriculum opportunities. For example, good use is made of opportunities in the local area which helps children's understanding of the wider world through exposure to different cultures.

Ripon Cathedral is nearby and has a close relationship with the school. The provision of a diverse and inclusive curriculum is exemplified by the number of specialists who are employed by the school. Music, dance and art are highly valued and contribute to the development of creative and innovative thinking by the pupils

The school offers 'wrap around care' which has continued during the second period of lockdown. The service is greatly appreciated by working parents who know that their children can be looked after in a safe, caring and happy environment both before and after the statutory school day.

Involvement in community events is very important to the school and pupils have responded positively giving support to the Salvation Army (and its charity work), Ripon in Bloom, Hellwath Litter Pickers and River Skell Leaders.

The views of parents are regularly sought through activities such as the Parent Forums and more formally, prior to the amalgamation of the Infant and Nursery schools.

#### Next Steps

- Build on the school's reputation as an organisation that nurtures the wellbeing of all school community members.
- Share best practice and give other local schools the opportunity to experience and learn from the nurturing environment at Moorside Primary School and Nursery.