



Assessor's Evaluation for the IQM CoE Award



School Name: Moorside Primary School and Nursery
Harrogate Road, Ripon,
North Yorks HG4 1SU

Head/Principal: Claire Rowett

IQM Lead: Jess Hunton

Date of Review: 24th November 2021

Assessor: Sarah Linari

IQM Cluster Programme

Cluster Group: IP NW

Ambassador: Sarah Linari

Date of Next Meeting: February 2022

Next Cluster Group Meeting Focus: Home learning and SEND

Sources of Evidence during IQM Review Day:

- IQM Centre of Excellence review documentation
- Ofsted Reports
- National performance tables
- School website
- Learning Walk
- Observation of interventions
- School environment audit
- Inclusion data
- In-school tracking data
- Curriculum planning documentation
- Boxall Profile data

Meetings held with:

- Headteacher
- IQM Coordinator/Key Stage 2 SENDCo
- Governor
- Nurture Lead
- Parent Support Advisor
- Teaching Assistants
- Pupils



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Summary of Targets from 2020-2021

The School's targets from the previous year were based on the school's improvement priority areas of behaviour, wellbeing, and the deployment of Teaching Assistants.

Target 1: *To further improve the behaviour, wellbeing, social, emotional, and mental health (SEMH) and personal welfare of pupils through Nurture and across the wider curriculum.*

Intended Outcomes

- *Embed the nurture provision to meet the needs of children with high need SEMH (use of Boxall profiling) so that they make progress in line with their peers.*
- *Embed consistency across whole school strategies in approaches to support the wellbeing of all children (nurturing classrooms, metacognition, mindfulness, Teaching Assistants' emotion intervention, Compass Buzz, EMS) so that pupils develop resilience and outcomes improve across the curriculum.*

The nurturing aspect of provision at Moorside Primary School and Nursery is exceptional. The nurturing classrooms, alongside the bespoke Nurture Provision and Forest School, ensure that all pupils' emotional needs are carefully considered and catered for.

Every child is assessed using the Boxall Profile each half term. This provides a comprehensive overview for teachers and identifies any specific areas of need within the class. Three nurture targets are generated, which teachers then incorporate into their medium-term plans.

The Boxall profiles also identify specific individuals for intervention. Four to six children will then be targeted for the Nurture Group. The Nurture Group runs daily in the afternoon. The Nurture Group intervention was observed as part of the review process. After completing a mindfulness group activity, the Nurture Teaching Assistant (TA) conducted an emotions-check exercise. Pupils were invited to pass a teddy around. When it was their turn to hold the teddy, they had to say how they were feeling using cue cards with pictures of the various emotions for support. This was followed by playdough therapy whereby the pupils were making happy faces with the playdough thus developing their fine motor skills whilst reflecting on non-verbal cues. The Nurture TA has a calm and caring approach which immediately puts the children at ease. Due to the intense intervention the children in the Nurture Group receive, their behaviour in lessons has improved, as has their progress.

Every vulnerable child has a provision plan in place. The Forest School planning is also informed by the Boxall data. The regular Inclusion Meetings allow the Inclusion Team to analyse all pastoral data and identify any trends. The systems are clearly defined and robust which mean that no child is left behind.

The positive impact of the nurturing approach is evident across all data, including the behaviour data. The children identified on the special educational needs (SEN) register

as having social, emotional, and mental health needs continued to make expected progress from their individual starting points by the end of last academic year.

Target 2: *Review and develop the deployment and use of Teaching Assistants (TAs) to provide deeper questioning to embed subject knowledge across the curriculum.*

Intended Outcomes

- *TAs actively look for opportunities to allow pupils to attempt parts of tasks independently and to experience a mixture of success and challenge with good questioning skills to inform their interactions.*
- *Develop consistency in deployment of Teaching Assistants (through MITA) so that learning is scaffolded by all adults and no child is left behind*

Due to the high proportion of children with special education needs and disabilities (SEND) at Moorside, there are larger numbers of Teaching Assistants (TAs) to support the class teachers in ensuring all pupils make good progress. Intervention is planned for specific children in the class, and they each have a Target Tracker in place to accelerate their progress and close the attainment gap. The TAs work with the targets on individual trackers to provide different levels of support, according to need.

Moorside Primary School and Nursery participate in the Burley Woodhead Phonics training. As part of this support package, the Teachers and TAs have been coached in their scaffolding and intervention strategies by an advisor. The advisor also carries out regular visits to observe the phonics and guided reading sessions. The Headteacher led training for all staff in September on scaffolding strategies to support and challenge learners which she shared during the review process. It is evident that the Leaders have a clear vision, which underpins the quality of teaching and learning interventions to support all learners.

Throughout the day of the review visit, I observed different occasions of Teaching Assistants working with pupils with a range of needs to maximise their success. In the morning, one child, who has attachment difficulties, was supported with a physical therapy session led by a Teaching Assistant. She also has a social story in place to aid her transition into school after drop-off. In the classrooms, Teaching Assistants were sat with small groups of pupils carrying out phonics and reading interventions. I also observed Teaching Assistants carrying out bespoke interventions outside of the classroom in the afternoon with small groups of children. The Teaching Assistants used a variety of higher order questioning techniques to encourage pupils to fulfil the tasks independently. The well-planned deployment of TAs at Moorside means that all pupils are fully included in the curriculum and can be successful in their learning.



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Agreed Targets for 2021-2022

Moorside Primary School and Nursery has been on an improvement journey since the amalgamation of the Infant and Junior Schools. There has been a significant change of staff and the introduction of a new Leadership structure. The Inclusion Team was created to support the complex needs of the cohort. The priority area for the Headteacher in terms of improvement was initially the school's culture and ethos. The introduction of the nurturing classrooms and the new behaviour approaches have had a positive impact. The teaching and learning has improved and is more consistent across the different year groups. This year's targets are based on the school's priority areas centred around improving the consistency of the recovery curriculum to support pupil progress. The role of the Teaching Assistants will continue to be a focus with a spotlight on their deployment to support the closing of the reading gap. The third target will support the Headteacher's plan for a Distributed Leadership Model.

Target 1: *Improve the consistency and quality of Teaching and Learning across a 'catch up' curriculum through focused subject leadership.*

Intended outcome

All pupils should be on track to make at least expected progress from their personal baselines and end of Key Stage assessments with a specific focus on writing and developing language and oracy.

Target 2: *Review and develop deployment and use of Teaching Assistants.*

Intended Outcome

The pupils in the lowest 20% for reading are targeted for intervention. TAs provide deeper questioning to embed subject knowledge across the curriculum.

Target 3: *Leadership roles across the school are disseminated and focused so accurate monitoring (by Middle and Senior Leaders) informs accurate judgements and clear next steps for school development. There is a specific focus on the catch-up curriculum and support for pupils with SEND and the disadvantaged through scaffolding and wider educational experiences.*

Intended Outcome

School Leaders and Subject Leaders use monitoring activities to ensure that scaffolding supports all pupils (with a focus on SEND and disadvantaged pupils) in achieving at least the expected standard, and model this where required.

School Leaders and Subject Leaders moderate and monitor assessments to ensure that formative and summative assessments effectively support pupils, through planning for additional catch-up support (following remote learning), as well as challenge.

The Impact of the Cluster Group

The IQM Coordinator and Headteacher at Moorside are wonderful ambassadors for inclusive provision. They are both enthusiastic about sharing their practice to extend their influence on improving pupils' experiences of education. They engaged fully with the Cluster Group programme last academic year and attended all virtual meetings. They shared the Moorside Nurture Provision Model with IQM colleagues in one of the meetings. Following the meeting which focussed on peer-to-peer supervision, the Leaders decided to change their monitoring approaches.

Moorside Primary School and Nursery were extremely kind in offering to host the first in-school Cluster meeting of this academic year. The attendance on the day was excellent and the feedback from all participants was outstanding. The Headteacher and IQM Coordinator were wonderful hosts and provided an impactful experience of their outdoor learning areas and forest school curriculum. All schools from the Cluster Group were thoroughly inspired by the day.

Overview

The ethos at Moorside Primary School and Nursery is one of nurture. The staff nurture the children to allow them all to succeed and achieve. Staff exceed expectations to remove barriers so that all children can access the provision and thrive. The Headteacher's vision for the inclusive approach is encapsulated through her welcome on the website where she states that "Learning is built on the foundations of nurture. In our environment, where children feel safe and happy, they succeed, achieve and thrive." The school has built a strong reputation in the Local Authority for being a school which welcomes all pupils, regardless of need or background. The provision for pupils with additional needs is exceptional and completely personalised to the individuals.

Throughout the periods of lockdown due to the global pandemic, the school carefully tracked all vulnerable children and, because of its high numbers of children who continued to attend school throughout, the Local Authority asked the school to become a hub for children from other local schools to attend too. The home learning package for those who remained at home was comprehensive and not only included live sessions with a wide range of curriculum lessons, but there were also weekly mindfulness and sports tasks to support the wellbeing of all. Engagement levels with home learning were excellent; 91% of pupils accessed the learning. Food packages and home learning packs were delivered to individual families and the school became a support lifeline for all families and the wider community.

As well as its superb inclusive support package, the quality of teaching and learning at Moorside is excellent. During the review, I observed lessons across the school. In each classroom, high engagement levels were evident. The marking and feedback in pupils' books is impactful and of a consistently high quality. Pupils are encouraged to self-edit and improve their work to develop their independent study skills. Pupil response to feedback is an embedded habit, particularly in the older year groups. Support for pupils with special educational needs and disabilities (SEND) is subtle and effective. SEND pupils are fully integrated in the lessons and achieve well. They have access to a range



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of resources to support them with their learning and are supported well by the Teaching Assistants who encourage independence through higher order questioning.

The nurturing classrooms approach is ingrained across all classes. There is an emotions check-in display in each classroom to allow staff to provide additional support to specific pupils daily, or as required. There is a 'Worry Box' where pupils can share any concerns and a 'Happy Box' where they can share something which has made them happy. Solution circles are often used to explore any concerns raised and support with peer relationships. Teachers are aware of the pupils' emotional needs and cater for them as they would for academic needs. There is a shared understanding amongst the staff that for children to achieve well, their emotional needs should be met.

The employment of a specialist Forest School Leader, along with the fact that all children in the school access outdoor learning in the Forest School every week, is evidence of how the Headteacher prioritises pupils' wellbeing. The Forest School provision is exceptional. The prime aim of Forest School is articulated on the website as "to develop skills of meta-cognition, emotional well-being and communication and language." The outdoor space is vast and varied. There are lots of areas for children to explore including the mud kitchen, den building zones, hammocks for mindfulness, willow tree tunnels and, of course, the fire pit with a log circle surrounding it. The Forest School Curriculum is carefully planned and links to the science and personal, social, health and economic (PSHE) curricula. In addition to developing their team building, social skills and self-esteem, the children are taught practical skills such as knot tying and tool use. They also learn about the environment around them. The evidence in the Forest School logbooks, as well as staff and pupil voice, demonstrates the positive impact of the Forest School provision and how it is valued by all.

All behaviour for learning observed during the review visit was consistently excellent. All staff have completed the Pivotal Education Behaviour Training to change the behaviour culture to foster a positive learning environment for all. The shift of focus in the classrooms from a philosophy of assigning consequences to one where positive behaviours and achievements are focused on, has had a significant impact. The 'Wow Boards' celebrate individual pupils' achievements throughout the day and highlight when pupils display the school's core PRIDE values. The PRIDE values are "**P**resentation and pride in all we do. **R**espect, for others and our world. **I**ndependence, to succeed ourselves. **D**etermination, to achieve. **E**nthusiasm, and a love of learning." There are Pride Certificates for individual pupils and tokens which can be collected by teams of pupils in classes for a collective reward.

To motivate pupils to learn grammar and commit their understanding of metalanguage to their long-term memory, the school employs regular 'Spagercise' sessions. In the sessions, they use choral repetition with fun actions to recap the grammatical terminology accompanied by definitions and examples. The teacher then reads aloud sentences with a particular word highlighted which the pupils must then identify the grammatical category for by showing the action. The teacher selects individuals to explain their decision and provide further examples. The children enjoy the enthusiastic delivery of the sessions and engage well with the learning of the grammatical terminology.



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To support pupils in their return to school amidst the global pandemic the school has carried out a full curriculum review. As part of this review, the school closely considered the needs within each class. Each child was categorised into the different areas of need in terms of how they had been impacted by the pandemic. To aid pupil progress in lessons, there is a focus on scaffolding the learning to allow all to achieve. Teachers provide modelling and additional tools, when needed, to allow pupils to access the learning independently. Areas of learning which have not been consolidated are highlighted and revisited. There are word maps for each topic and recommended texts with the key vocabulary outlined which is sent home to pre-learn. In all lessons observed during the review, it was clear that this approach to scaffolding the learning is consistently applied by all teachers.

Through their responses in the Pupil Voice meeting, it is clear that the children at Moorside are happy and feel safe. One pupil described the teachers as “the best you can have in England.” Another said that they are “really kind and caring because if you are struggling with the work, they help you.” They feel that the teachers “make the lessons funny” and give them confidence. All but one of them enjoy reading and writing. They all enjoy Forest School and “getting to build and make things.” They have a clear understanding of what bullying is and value how bullying is often a focus in class or in assemblies.

I thoroughly enjoyed my visit to Moorside Primary School and Nursery. All staff, governors and pupils were extremely friendly and welcoming. There is a genuine family culture, and the school seems to be a very happy place for all. It is clear from the review process that the team at Moorside continue to be fully committed to inclusive practice. I believe they have the passion and capacity to continue to drive the inclusion agenda in their own school and beyond. Therefore, I recommend that they retain Centre of Excellence Status and apply for Flagship status once they've held Centre of Excellence Status for three years.

Assessor: Sarah Linari

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Director of Inclusion Quality Mark (UK) Ltd