



## Assessor's Evaluation for the IQM CoE Award



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

**Head/Principal** Mrs Claire Rowett

**IQM Lead** Ms Jessica Hunton

**Date of Review** 24<sup>th</sup> February 2023

**Assessor** Ms Sylvia Cramp

### **IQM Cluster Programme**

**Cluster Group** IP NW

**Ambassador** Ms Sarah Linari

**Next Meeting** 30<sup>th</sup> March 2023

### **Meeting Focus**

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	16 <sup>th</sup> February 2022	Yes
<b>Summer 2022</b>	17 <sup>th</sup> June 2022	Yes
<b>Autumn 2022</b>	14 <sup>th</sup> October 2022	Yes
<b>Spring 2023</b>	30 <sup>th</sup> March 2023	NA

### **Evidence**

- Detailed Self-Evaluation Report
- Social media including website and Facebook
- Tour of the school
- Whole school data
- Headteacher's Report to Governors February 2023
- Meetings with Headteacher, IQM Lead, Reading and Phonics Lead, Chair of Governors, Teaching Assistant, Parent and pupils from Y2 to Y6



### Summary of Targets from 2021-2022

Driven by the exemplary leadership of the Headteacher, the staff at Moorside Primary School and Nursery are determined to ensure that every child makes significant academic progress across the curriculum. Every action taken reflects the high level of inclusive practice which supports each child and member of staff as an individual.

#### Target 1

**Improving the consistency and quality of Teaching and Learning across a 'catch up' curriculum through focused subject leadership with a specific focus on writing and developing language and oracy.**

The IQM Lead explained how all staff have received training in Talk for Writing to encourage the rehearsal of ideas as a key part of the writing process. Specific modelling sessions have been held to demonstrate shared writing in KS2 and editing writing in KS1 which is promoting consistency. When children shared their work with me, they used subject-specific vocabulary, for example, the definition of nomads, and clearly explained the strategies they use to remember key facts.

The deployment of Teaching Assistants (TAs) has been reviewed to target the lowest 20% of children in reading. Support is given to children in KS2 at the beginning of the day in the recently introduced Shine project. In the hall, I observed small groups working with TAs to ensure they understood key concepts including maths and comprehension tasks. The IQM Lead explained how children are identified via data from standardised tests in addition to the teacher's assessments. Training was delivered in October 2022 to enable TAs to use deeper questioning to embed subject knowledge across the curriculum. During my visit the IQM Lead modelled deeper questioning when speaking with the children about their work, questioning choice of vocabulary and emphasising grammatical terms. I also observed some younger children enjoying an early language intervention where they stroked and scratched sandpaper and soft toys to develop their vocabulary, for example, rough and smooth.

Parents are provided with leaflets to support their child's learning. Events have now returned to share information about the curriculum including meetings about the phonics programme and how to support with specific interventions. Photographs on Facebook showed many families enjoying the half-termly Reading Café and children proudly sharing their work.

#### Next Steps:

- Embed opportunities for writing (and talk for writing) across the curriculum so that children can select an appropriate style and format to communicate effectively for a range of purposes.
- Embed the use of lesson study in literacy to raise consistency and rapid progress across the curriculum.
- Maths lesson studies to be developed.

### Target 2

**Develop subject pedagogy and writing opportunities through whole class reading lessons (curriculum text mapping). Embed the teaching of reading for language and vocabulary through rich texts linked to the wider curriculum (Real Writing Project).**

A significant amount of work has gone into planning the development of reading, writing and vocabulary across all subjects through the school. Led by the inspirational Reading and Phonics Lead, staff have devised their own curriculum text map by considering every element of each text including historical context, diversity of role models, new vocabulary and grammatical opportunities. Each class has a key book read by the teacher which introduces them to a higher level of text, linked to subjects and themes where appropriate. 'Wonder' by R. J. Palacio was read to Y5 and Y6 to link with their topic on Evolution and Science whilst also exploring the PSHE themes of celebrating difference. Speaking to a group of children in Y6, it was evident that this approach is working as they confidently described the wide range of books and authors they enjoy including 'The Diary of Anne Frank', 'Coraline' and motivational work by Marcus Rashford. The imaginations of staff have also been captured by working together in phase groups to develop activities. "This is ours" the Reading and Phonics Lead explained, "and has allowed us to take ownership of the curriculum."

The sequence of writing is prominently identified around the key text for each class. In Year One the class book, 'The Wind Blew' by Pat Hutchins, was displayed alongside the next steps to be taken of gathering content, planning, writing and editing. A wealth of writing examples is displayed in classrooms and along corridors, including leaflets to describe the local area to evacuees and Wanted posters to find the gingerbread man!

The Reading and Phonics Lead also proudly shared the school's success in embedding a consistent approach to phonics through early years and KS1. Having used Letters and Sounds for several years, this has been extended using Little Wandle resources. There is detailed lesson planning for staff for each phase connected to the appropriate reading books, after staff spent many hours reorganising. Training has been delivered to all teaching staff with video resources available for reminders and suggestions for additional activities. During my meeting with TAs, they all agreed that their confidence has really grown and they are enjoying working as a team with teachers. "It's all the same and it's brilliant" was the shared opinion. For the decreasing number of children in KS2 who continue to require support, a Rapid Catch-Up scheme is used. A TA from KS2 explained how this is personalised for the child, for example, making it fun or being very serious.

### Next Step:

- Develop subject pedagogy and writing opportunities through whole class reading lessons – focus on Y2 and KS2.
- Revisit writing long term plans to ensure that there are creative opportunities for writing 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 disadvantaged through scaffolding and wider educational experiences.**

Teachers are supported to develop their subject leadership skills in creating a rich and balanced curriculum which provides a clear sequence of knowledge and vocabulary through the school. The All teachers present information to the governors and develop skills in report-writing and presentation as part of their professional development. The impressive range of activities is on display and also on Facebook including Y1 and Y2 visiting Fountains Abbey and Y5 building shelters from sticks in forest school to bring the Stone Age to life.

Consistent approaches are in evidence throughout the school to support the children in building on their knowledge and skills. Topic vocabulary is introduced at the beginning of each lesson in context using images and sentence stems to support additional needs. Each classroom from Y1 to Y6 has similar learning walls so that children know how to use them for support. Each class uses the strategy of '5 Finger Facts' to consolidate key knowledge. Children I met confidently told me what they had learned, including 5 different ways to light a fire. Children also record the initial letter of the subject they are studying in their books so that they are clear when they are learning History, Geography etc.

Outside the children in Reception and nursery were busy exploring in forest school and ready to enjoy hot chocolate outside. Senior leaders are determined to provide specialist opportunities including forest school for every year group, PE, French and Music. Forest school is especially valued for supporting delayed communication and social skills and encouraging the children to work collaboratively. Y3 have had extended access to forest school to overcome loss of early learning experiences due to the pandemic.

### Next Step:

- Subject leaders to model and monitor scaffolding within all subject areas to ensure that pupils keep up not catch up.
- Explore how to assess prior knowledge.



## Assessor's Evaluation for the IQM CoE Award



### Agreed Targets for 2022-2023

The Headteacher emphasised the importance of building on the progress made so far and embedding key practice.

#### Target 1

Improving the consistency and quality of Teaching and Learning through focused subject leadership. All pupils should be on track to make at least expected progress from their personal baselines and end of Key Stage assessments. There is a specific focus embedding talk for writing and developing language and oracy.

#### Comments

Progression documents will be reviewed, including key knowledge and vocabulary, to make them user friendly to support staff and consistency in progression in each subject area. Targeted interventions will continue in order to support children who are not quite on track in addition to those who need continual support due to identified needs. Reducing the number of texts is under consideration in order to focus on the quality of understanding and engagement.

#### Target 2

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 support for pupils with SEND and disadvantaged through scaffolding, wider educational experiences and targeted intervention.

#### Comments

The IQM Lead explained how lesson studies will provide leaders at all levels with a platform to build on the progress made by all pupil groups in addition to the opportunity to coach practitioners to improve outcomes for SEND and disadvantaged pupils.

#### Target 3

Renewed focus on Safeguarding/PHSCE and wellbeing. Building on effective practice in safeguarding compliance and support for SEND and disadvantaged pupils.

#### Comments

It continues to be evident that children and staff need support for their emotional wellbeing following the pandemic. Staff will revisit Pivotal behaviour and nurturing strategies to maintain the school culture and nurturing ethos. Safeguarding policies from the EYFS to Year 6 will include tracking children's wellbeing, ensuring that the curriculum meets the requirements for promoting healthy lifestyles and oral health and



## Assessor's Evaluation for the IQM CoE Award



providing appropriate support for families by identifying required intervention from external agencies to support with child development.

### **The Impact of the Cluster Group (with details of the impact of last three meetings)**

#### **14.10.22** Building resilience, autism approaches and attendance.

This session enabled the IQM Lead to reflect further on activities to build resilience. Visiting a primary school working in a similar context was useful to provide reassurance that appropriate strategies are in place, including discussion around supporting attendance. A refresher of the Attention Autism training also encouraged ideas about how to develop this further.

#### **17.06.22** Horizon overview of context and inclusion support; Mental Health and wellbeing; External agency work.

Although based within a secondary context, this provided the IQM Lead with greater awareness of how inclusion support works with older children. It was especially interesting to hear about the wide range of strategies to support with wellbeing and liaison with external agencies.

#### **16.02.22** Inclusive Practice and home learning.

This session enabled an understanding of how a resourced provision works within secondary. Discussion led to consideration of the similarity in teaching activities between secondary and primary including the use of '5 Finger Facts'.

### Overview

Moorside Community Primary and Nursery School represents everything inclusion stands for. This was immediately apparent during the celebration assembly at the beginning of the day. Each year group listened beautifully to the Headteacher, stood silently when signalled and appreciated each other's achievements, culminating in a joyful performance of 'I've got the power in me'. The ethos of sharing and mutual respect was highlighted by every child playing their air guitar during the final verse and chorus. There is no doubt that this entire school community is working together to raise achievement and aspiration, making the school a special place to be.

Meeting the Headteacher, Chair of Governors, staff and children, there is a shared thread of pride in the way separate junior and infant schools have come together over several years, resulting in a real family. Children introduced themselves to me and desperately wanted to show me their work including recipes for a magical tree! Although bubbling over with so much to share, children were also polite and apologised for talking over someone else. After each child in a group named their favourite book and author, one child politely asked me, "And what is your favourite book?"

The Chair of Governors emphasised how the culture and climate of the school has come from the top, openly praising the inclusive leadership of the Headteacher who is now sought by the local authority to advise other schools about nurture, inclusion and school improvement. Governors are provided with reports before meetings and inform the Headteacher of points about which they would like further clarification; children know who the governors are from their regular visits and governors also welcome parents at the school gate and attend school events such as Harvest Festival. The Chair of Governors noted how many more parents now want to get involved with the school, for example, the increased level of attendance by parents at curriculum information meetings and needing to hold an election for new parent governors.

The school welcomes a diverse community with a third of children eligible to receive Pupil Premium and an increasing number of children arriving from countries including Afghanistan and Syria. Children told me how they used Google Translate to learn some Turkish in order to communicate with a new arrival to their class. There are also several children with Education, Health and Care Plans (EHCPs). Every possible strategy is in place for both the children and their families including the Parent Support Adviser working across the year to ensure support is available over the holidays.

Inclusive practice is built into every strand of leadership and all staff are encouraged to develop professionally. Several members of staff explained how they had worked in different year groups which really helped them understand curriculum expectations and build consistency. Observation of peers and lesson studies promotes shared understanding of effective teaching strategies. Staff are also encouraged to develop their strengths and interests which the IQM Lead emphasised, with the importance of allocating the right people to work in the right team. TAs from Y1 explained how one focused on phonics, for example, whilst the other led the nurture room. Teachers also appreciate being able to work at home for their planning, preparation and assessment (PPA) sessions to support their wellbeing.





## Assessor's Evaluation for the IQM CoE Award



Around the school, children's learning is carefully displayed including examples of different genres of writing, models, photographs and speech bubbles. One display captured the changing seasons for the Y1 class apple tree with contributions on leaves of how the children were changing at the same time. Children I met proudly told me where I could find their work and described the context, for example, learning about the world wars for poppy day. Engaging homework challenges on display included designing a meal for a stone age family and making models of prehistoric houses.

Each classroom is welcoming and well-organised. Every child completes an emotional check in on entry enabling adults to catch up with anyone who needs support or wants to celebrate an event or achievement. Minimum expectations for behaviour and learning are displayed in addition to a visual timetable. Examples of writing, maths and science celebrate current themes including Ancient Egypt and the key text. Inviting book corners contribute to a love of reading in every class.

Every child was fully engaged during my tour of the school, completing tasks with access to appropriate resources including Helping Hand folders which include learning scaffolds such as vocabulary mats and grammatical terms. Specific resources included Now and Next boards and use of balance cushions to support seating positions. Both the Reception and nursery classrooms offer opportunities to explore and develop skills in all areas of learning, enabling independent learning due to clear organisation. Examples to scaffold model making included different ways of joining materials together. A well-resourced outdoor area provides opportunities for climbing, riding wheeled toys and exploring the flow of water along piping on the fences. The IQM Lead pointed out how simplified learning walls support children's progress and independence from Reception.

Children are supported to develop key skills in learning, captured within the acronym of PRIDE. In the assembly, certificates were handed out for Presentation, Respect, Independence, Determination and Enthusiasm. When speaking to children, they were able to clearly explain why they had received particular certificates and what they were working on to improve. Team houses are named after jewels and children encouraged to work together to gain privileges such as a non-uniform day where they wear their team colours.

Personalised support is provided in many different ways. The Inclusion Team meets weekly to discuss all identified children and oversee referrals to Early Help, Healthy Child and for EHCPs. The Headteacher prepares a weekly timetable of intervention to ensure that all EHCP targets are covered. Knowing each child and their family is a key part of offering flexible support and staff work together to ensure no one is missed. During my visit, children came to share achievements with the Headteacher, confident that she would give her time to listen and support them. Children receive direct teaching and support for wellbeing in small groups and individually. Physical and sensory breaks are accessed such as playing tennis in the hall. Key reminders are placed on tables to remind children what helps them in their learning, such as the grapheme mat. As the Headteacher explained, behaviour and learning have been transformed as children are being given what they need.

Solutions are identified for every issue raised. The Headteacher described the high level of support provided for all children with additional needs. The school is well-regarded





## Assessor's Evaluation for the IQM CoE Award



within the authority for its proactive response and determination to maintain learning in the classroom. A parent described the exceptional level of support in place for their child with additional needs since starting in Nursery. Liaising with all external agencies, staff have always ensured that physical resources and learning strategies are in place and respond proactively to any concerns. Adjustments have included providing adult support for eating lunch and ensuring that all adults know him well. Even the coach company is well-rehearsed with the routine to transport the wheelchair. "Everything is thoughtful and effective", I was told, "and little things like going for lunch early with a friend mean he has a better afternoon". The school is currently working with the family to arrange a fund-raising event by throwing paint and the child is very happy to be at the centre and sharing his story.

The warm and inspirational leadership of the Headteacher has enabled Moorside Primary School to build a genuine family in which the whole community is thriving. Trusting relationships permeate the school, together with a clear focus on embedding high expectations and achievement. Levels of attainment and attendance are also rising in response to the passionate determination on display. It was a privilege to spend the day meeting staff, children and members of the school community and learning how they are meeting the IQM's Centre of Excellence criteria every day. I wish them the very best in their continual focus on achievement within the most nurturing approach possible.

I wish Moorside all the luck in its future in embedding and implementing some new and ongoing targets set in its action plan.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

**Assessor: Ms Sylvia Cramp**

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

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