



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	Mrs Jessica Hunton
Date of Review	19th March 2024
Assessor	Ms Sylvia Cramp

IQM Cluster Programme

Cluster Group	IP NW
Ambassador	Ms Sylvia Cramp
Next Meeting	6th June 2024
Meeting Focus	To be confirmed

Cluster Attendance

Term	Date	Attendance
Summer 2022	17th June 2022	Yes
Autumn 2022	14th October 2022	Yes
Spring 2023	30th March 2023	No
Summer 2023	19th June 2023	Yes
Autumn 2023	26th September 2023	Yes
Spring 2024	26th February 2024	Yes
Summer 2024		

The Impact of the Cluster Group

The IQM Lead has enjoyed many of the days but is also keen to invite a wider range of colleagues to attend; however, this can be difficult, especially in a small school.

19th June 2023 - Community links, Social, Emotional and Mental Health Needs (SEMH) and behaviour

As a result of this day, strategies were shared to support the mental health and wellbeing of pupils through Personal, Social, Health and Citizenship Education (PSHCE) and Relationships and Sexuality Education (RSE). Staff at Moorside used the PowerPoint to reflect on their own RSE intent and curriculum relating to progression in age-appropriate content, alongside Kapow. This is robust and was a strength in the school's Office for Standards in Education (OFSTED) report for personal development and welfare.



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26th September 2023 - Engaging families and the community, Pupils as Ambassadors

The school representative had to leave the Cluster Group meeting as the school got the OFSTED call.

26th February 2024 - Attendance, Personal and Social Education (PSE) Time to ...

From this day, strategies to promote and improve attendance were reflected on, to ensure that all pupil groups are supported as required. These were shared with the Parent Support Adviser who takes a leading role in this area and is building on the current success of increasing attendance over the last academic year.

Evidence

- Detailed Self-Evaluation Report.
- Social media including website and Facebook.
- Visits to classrooms and maths lessons in Year 4 and Year 5.
- OFSTED Report September 2023.
- Local Authority (LA) Monitoring Report on Inclusion/Special Educational Needs and Disabilities (SEND) January 2024.
- Meetings with Headteacher, IQM Lead/Key Stage 2 (KS2) Special Educational Needs and Disabilities Co-ordinator (SENDCo), KS2 and Literacy Lead, Maths and Science Lead, Year 3 Teacher, Parent Support Adviser, pupils from Year 4, Year 5 and Year 6.



Summary of Targets from 2023-2024

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 the expected progress from their personal baselines and end of Key Stage assessments. There is a specific focus on embedding talk for writing and developing language and oracy.

The Headteacher and Senior Leaders are committed to raising standards of achievement. The KS2 and Literacy Lead described how the school has particularly focused on consistency and linking to prior knowledge in planning the curriculum around a two-year cycle. Building on a range of professional development opportunities, including Talk for Writing and English network meetings, the KS2 and Literacy Lead has selected key texts for whole class reading, ensuring progression in vocabulary. Texts are also chosen for their potential to link aspects across the curriculum and often provide a driver for writing. Children in Upper KS2, for example, have made links from 'Beowulf' to Anglo-Saxon history and have extended their use of figurative language.

Staff meetings have been held to provide support in structuring planning for reading and writing. Team planning has included using high-quality models of writing to provide scaffolds for children to develop their skills to Greater Depth. The KS2 and Literacy Lead led staff through the planning sequence by getting them to work through the different stages themselves, including gathering vocabulary. This learning journey is shared explicitly with the children on learning walls in each classroom. In Year 1, for example, large sheets of shared writing help are on display to help children improve their writing whilst the writing sequence is updated each day.

Building on what was already in place, children are now encouraged to use editing stations with a partner to edit and improve their work, considering the use of punctuation, vocabulary and expounded noun phrases, etc. By focusing on one aspect at a time, children have commented on their extended ability to concentrate. The KS2 and Literacy Lead explained how this approach fits in well with developing a growth mindset to improve work. It has also encouraged a move away from being formulaic so that children can apply their skills purposefully.

Expressing ideas verbally is regarded as an essential part of the writing process across the curriculum. Teachers are encouraged to model themselves as readers, sharing their thought processes. Key vocabulary is displayed on golden keys in each classroom to encourage the children to use a wider range of subject-specific words. In Year 2, for example, key vocabulary stood out on displays about plants and the Victorians. In KS2 grammatical terms are linked to actions and each classroom has photographs of children performing the 'Spagercise' actions for the grammatical terms appropriate to their year group. This has had a positive impact on results and blends well with Talk for Writing.



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The Maths and Science Lead is hugely passionate about both subjects. She explained how being in the Maths Sustaining Mastery Hub has provided many opportunities to receive coaching and consider the aspects of mathematical pedagogy. Reflecting on disappointing results, a new approach to teaching times tables has been introduced. From Year 3 to Year 6, each class has a daily session of ten minutes to answer 40 multiplication questions in two minutes. The teacher and children in Year 4 demonstrated a session during my visit, in which the children calmly completed the task before chanting the answers back to their teacher during marking. The Maths and Science Lead explained how the program is structured so that children learn one fact a day and gradually build up their times tables. Support can be given over time for any child having difficulty and children feel as if they are succeeding. Children receive regular praise when their score improves. In Year 5 children were taking part in a 'Mastering Number' session which included many opportunities to recap vocabulary and for children to explain their mathematical thinking to their partner.

For the younger children, short sessions are delivered on mastering number facts. Planning, slides and resources are provided for Reception on subitising and addition facts to 10 and 20 for Year 1 and Year 2. This has now been extended into Year 4 and Year 5 where tiny steps of learning are recapped in non-threatening situations as the children work out their ideas using whiteboards. The Maths and Science Lead explained how staff receive termly updates from regional trainers and have access to videos to see how to present lessons. "Children love it", she told me. "It has improved children's self-esteem as they carry out lots of pair work, it is very practical".

A training day has been used to share all the maths resources in the school. There is a focus on modelling everything using practical equipment to support understanding, ensuring that manipulatives are not regarded as simply for those children who are struggling. Planning for the Maths Learning Journey requires consideration of the small steps children need to take to be successful. The Maths and Science Lead concluded that children love to share what they have done.

Next Steps:

- Lesson study to move forward with developing mastery through steps to success.
- Teaching Assistants (TAs) to encourage pupils to attempt parts of tasks independently and to experience a mixture of success and challenge within lessons, with good questioning skills to inform their interactions.

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.

A new approach to monitoring and accountability is developing successfully at Moorside Primary School, moving away from formal lesson observations and individual



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monitoring to increased staff collaboration. Subject Leads described how they talk to children when looking at books and share the monitoring process in staff meetings. This has made it much more purposeful as all staff can see how others carry out the stages. "It is lovely in staff meetings to see how work progresses across year groups", I was told, "all following the process in the way that is right for them."

Lesson studies are an innovative way to create opportunities for staff development. Linked to the school's development plan, the process is facilitated by leadership covering classes to allow several teachers to work together with one class. Small teams are devised and all are involved in planning the lesson. The IQM Lead explained how the focus is on collaboration and conversation rather than observation. One teacher leads the lesson but the pressure is reduced due to the shared approach to planning. Individual teachers then have time to review the lesson and reflect on what they would take into their teaching.

This non-threatening approach also enables subject leads to find out how successfully any training has been implemented in addition to being hands-on with their subject. The Maths and Science Lead described how the lesson studies focus on a specific aspect such as questioning, extending the more able, etc. So far, the process has been successful in encouraging all staff to talk about pedagogy together with the opportunity to see other teachers teach. It is improving teaching across all areas as staff take on board general teaching techniques in addition to subject-based knowledge, including specific websites, such as 'Scientific Superheroes'.

It was extremely interesting to hear the perspective of the Year 3 teacher who has recently completed the two-year induction programme to teaching and is in her second year at the school. She has found lesson studies extremely useful, allowing her time to observe other teachers and to take on different strategies and techniques. Her understanding of scaffolding has developed by seeing it modelled in different year groups. For her first lesson study, the Year 3 teacher delivered the maths lesson but found it supportive due to using shared plans and found the feedback useful. "It was beneficial to do it" she told me, having recently observed another lesson study in Year 4 Science. It was wonderful to engage with such an enthusiastic perspective on professional development.

Next Steps:

- Middle leaders will proactively evaluate, monitor and identify priorities within their areas of responsibility, and take effective action to ensure that children acquire key knowledge and vocabulary.
- Review five finger facts for children with SEND.

Target 3:

Rationale – safeguarding/PSHCE and wellbeing.

Building on effective practice in safeguarding compliance and support for SEND and disadvantaged pupils.



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Safeguarding and wellbeing continue to be at the centre of the school and staff at Moorside Primary are proactive in offering support. The Headteacher noted that the school must step in due to the lack of external support services. The Parent Support Adviser meets weekly with both SENDCos to share any concerns and check information added to the Child Protection Online Management System (CPOMS) for any vulnerable children. Early support will be offered for any child joining the school. For the youngest children, links are made between staff and parents by inviting the children to Stay and Play sessions before they start school. It is also an opportunity to signpost parents to places offering support.

The Parent Support Adviser described how she aims to break down barriers with children by being available on the playground where children come and chat informally. In KS2 a restorative approach is being used, supporting children to think through the situation. Social stories are used in KS1 to help younger children understand how it feels when you have been hurt, etc. A small group of children have been identified for nurture sessions in the afternoon and a nurture group is also available at lunch times which supports children to have a much calmer afternoon.

A worry box is available in each classroom for children to write down any of their concerns. One child explained how you can write down if you are upset or worried and teachers will help you. Staff will respond individually or maybe organise a solution circle when issues concern a group or even the whole class. Solution circles have been used to discuss issues such as internet safety and substance abuse. "You pass an object around, like a teddy bear and talk about how to solve the problem," a Year 5 child told me.

The strategy of 'blame blocks' helps children to talk through problems and share the blame by giving each other blocks to fill a jar to represent responsibility for a specific part of the problem. A Year 6 child also described how they sometimes use a whiteboard to write down solutions.

The children I met had complete confidence in the adults to support them at all times. "Teachers help you a lot and give you as many resources as you need" I was told. They also highlighted ways they help each other including the Buddy Bench on the playground. The children all agreed that everyone is friendly and someone always asks if you want to play.

Next Step:

- Revisit protected characteristics to gain whole-school retention.



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Agreed Targets for 2024-2025

Moorside Primary School is looking forward to becoming a Flagship School for IQM. Areas for the project were enthusiastically discussed with the Headteacher and IQM Lead. The key theme will focus on raising aspirations across the school community and encouraging more children to achieve at greater depth.

Target 1:

To improve pupil outcomes through scaffolding through focus groups and steps to success across all curriculum areas.

Comments

Scaffolding will continue to be embedded through steps to success and teacher modelling within lessons will demonstrate high expectations to stretch and challenge.

Manipulatives will be used consistently to model mathematical language for reasoning which will enable more pupils to achieve a greater depth of understanding in Maths.

Children will also have regular opportunities to edit, redraft and improve their work, responding to meaningful feedback through focused shared marking modelling including age-appropriate writing features and punctuation.

Target 2:

To create opportunities for young leaders to include SEND and the disadvantaged.

Comments

Purposeful curriculum-based leadership opportunities will be created for all children across a range of subject areas. Children will take responsibility for leading learning projects by applying acquired knowledge and skills.

Teacher-use of higher-order questioning in line with analysis, synthesis and evaluation will provide pupils with further opportunities to embed their learning at greater depth. They will be able to draw upon real-life experiences in the classroom and beyond to problem solve and suggest lines of enquiry.

Children will be able to take on a range of roles as 'ambassadors' within group activities and projects which will enable them to utilise their presentation skills to feedback to other groups, their class and/or others using subject-specific vocabulary to share their knowledge.



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Overview

At Moorside Primary School and Nursery, every single decision is based on providing the best educational and pastoral opportunities for each child. The Headteacher and staff love their school. Whilst recognising the many aspects of vulnerability within the school cohort, senior leaders are determined to raise aspiration and achievement across the school. The Headteacher knows every child in the school and is aware of any challenges and their achievements. She proudly shared examples of children flying after attending the Standard Assessment Tests (SATs) Club and how one child has doubled their rate of attendance. The recent Ofsted report (September 2023) noted the ambitious curriculum and high expectations for behaviour.

There is such a calm atmosphere of learning around the school. Each classroom is well-organised and children easily follow the daily routines. Each child is greeted individually at the door before indicating their feelings on a board before going to their first task. In Year 3, for example, children immediately started their revision maths tasks at their tables. Every classroom has an attractive reading corner. A visual timetable ensures children know the structure of the day and are aware of any changes.

Parents have grown in confidence in accessing the school for information and support. The Headteacher explained how essential it is for parents to come and celebrate their child's success. A range of strategies to welcome more parents into school have included an after-school event for Mother's Day where parents were surrounded by the children's wonderful work, reading café and sharing stories around the Christmas tree. The Maths and Science Lead was overwhelmed when so many parents attended the maths workshop that the hall was rammed! In future, this will now be presented to separate year groups. During the sessions, the child worked alongside their parent and they were given a pack to take home with links to websites and ideas for home learning.

Targeted interventions are provided every morning for children who need support in developing their understanding of specific concepts or who need to build their self-confidence. Small groups of children were working intently in the hall with several TAs on maths and literacy tasks whilst the IQM Lead showed me how their progress is rigorously tracked.

It was lovely to see the Nursery children engaging with the register as their teacher held up a photograph of each child to support them looking and responding. They also signed 'Good morning' to each other. Creative activities waited invitingly for the children including drawing spring flowers and searching for magic beans amongst clouds (cotton wool) in the tuff tray. In Reception children were enjoying their phonics lesson whilst a small number played an individual reading game on a tablet to help them make the transition to the class input. Widget signs were displayed to support the use of the snack area.

In Year 6, children were completing PowerPoint presentations to present to their parents on the upcoming 'Museum for Parents' showcase when parents are given a tour of the school. Every child was deeply engaged in discussion with a partner. The KS2 Lead and Y6 teacher explained how children are paired thoughtfully to support and challenge each other. One child who is new to English was paired with a child who has learned English but knows what the experience is like.



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Every opportunity is taken to promote the positive and the IQM Lead expressed her pride in the development of excellent behaviour. Both she and the Headteacher emphasised how this has become possible due to the high level of support on offer in the school. Children I spoke to described different ways they receive praise and names are added to the WOW display in each classroom, resulting in phone messages home. Pride Tokens are given out when they have acted respectfully or taken pride in their work and certificates are handed out in the Friday assembly. The oldest children enjoy taking on roles of responsibility and explained how they can write to the Headteacher to describe why they would like a particular job. Many of the children I met enjoyed helping with the youngest children. Other roles include being responsible for resources.

The children's work is celebrated in beautiful displays along the corridors and classrooms. For the King's Coronation, every class produced images of Buckingham Palace based on different artistic styles including Picasso, Warhol and Matisse. This created a vibrant demonstration of styles across the age groups. Progression in writing, maths and all subjects are displayed, highlighting the achievements of each year group.

Staff at Moorside Primary School create wonderful opportunities for children to be motivated and enjoy a range of experiences. One child told me that, "we are really lucky as we get to do Forest School and we have a field". Not content with World Book Day, Moorside children have enjoyed a whole 'Month of Reading Madness'! Activities have included visiting the local library, class performances of a poem to the school and photos of staff and children reading in random places. For one session, staff brought their favourite story to read and children signed up for the story they wanted to hear.

The Headteacher is adamant that staff development and wellbeing must be always considered. Staff are encouraged to support each other, for example, the Year 3 teacher is working alongside an experienced subject lead to learn how to conduct the role. Every member of staff is committed to making a difference whilst feeling valued within the school. As noted by a monitoring visit on Inclusion by the Local Authority School Adviser, "nurture for the children and each other is at the heart of the school". The Headteacher is committed to driving aspiration and achievement through the school and local community, supported by a hardworking and creative team. The school enjoys moving forward and trying new approaches. I am confident that they will make a hugely positive contribution to the IQM group of Flagship schools.

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 pursue Flagship School status. I therefore recommend that the school moves to 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 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