



Assessor's Evaluation for the IQM Flagship Project



School	Moorside Primary School and Nursery Harrogate Road Ripon North Yorkshire HG4 1SU
Head/Principal	Claire Rowett
IQM Lead	Mrs Jessica Hunton
Date of Review	30th April 2026
Assessor	Ms Nichola Russell

IQM Cluster Programme

Cluster Group	IP NW
Ambassador	Mrs Sarah Linari Ms Sylvia Cramp

Cluster Attendance

Term	Date	Attendance
Autumn 2024	14 th October 2024	Yes
Spring 2025	5 th February 2025	Yes
Summer 2025	18 th June 2025	Yes
Autumn 2025	12 th November 2025	Yes
Spring 2026	12 th March 2026	Yes
Summer 2026	25 th June 2026	Yes



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The Impact of the Cluster Group

Attendance at IQM Cluster meetings is a pre-requisite to maintaining Flagship Status. Staff from Moorside Primary School and Nursery prioritise participation in their Cluster Group have attended regularly, reflecting on aspects of the training shared to support and inform their daily routines whilst also utilising content to provide professional development opportunities for staff. The impact of particular aspects of each session attended has had a positive influence on developing staff knowledge, understanding and ultimately supporting all staff in meeting the needs of the school.

The Spring term 2025 Cluster group was very kindly hosted by Moorside Primary School and Nursery. Content of this session featured presentations on the following and was received positively by colleagues, Forest School, Links with York University, Lesson Study

The Autumn term 2025 Cluster group focussed on how best to support children who have English as an Additional Language and Special Educational Needs and Disabilities (SEND). The use of Cherry Garden School branch maps; a bespoke assessment package for children with SEND and complex needs, was disseminated to colleagues. The Cherry Garden Branch Maps allow achievement to be assessed in a broader, more holistic way in order to ensure staff are able to celebrate the breadth of experiences and the range of skills being demonstrated. The opportunity to discover more about the Equals Curriculum was also a valuable feature of the day; curriculum schemes of work for children with Profound & Multiple Learning Difficulties (PMLD), Complex Learning Difficulties (CLD) and Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD), and Global Learning Difficulties (GLD). The session highlighting the impact of using the Bell Foundation framework recognising its effectiveness when assessing children with English as an Additional Language (EAL) was also beneficial, with leaders proposing to explore whether the introduction of the framework may be supportive to needs in the future. On reflection, Leaders have also discussed the potential value of involving Occupational Therapy to inform provision for children with Special Educational Needs and Disabilities (SEND) in Early Years Foundation Stage (EYFS).

Attendance at the Spring 26 Cluster group content focussed upon three areas; the 'Out There' project, which promotes community activities, for example litter picking and volunteering. Leaders have since discussed whether children in Year 6 could undertake a similar project during the Summer term. Presentations from the host school demonstrated the "Word of the Week" initiative, an initiative which focuses on a common prefix across school. This is based upon the work of Jennifer Webb, teaching word segments to strengthen decoding and vocabulary knowledge, which staff have noted. A valuable presentation was also given focussing on the alternative pathway for children who score below 85 in the Key Stage 2 Tests (Standard Assessment Tests (SATs)). This was of great interest to leaders as, as a feeder school, it was helpful to see how this model is supporting some of their children who have transitioned to this particular secondary school in recent years. To conclude, a presentation was given highlighting the early steps being made towards implementing inclusive classroom practices, for example, the introduction of regulation zones in some rooms. Leaders found this session to be useful for when they are planning transitions.



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Evidence

Discussions with:

- Introduction and Discussion with School Leaders regarding IQM Review and Action Plan
- Governor with responsibility for PHSCE/RSE
- SENCo
- IQM Lead - IQM journey and collaboration
- Pupils – Carbon Zero
- Staff
- Nurture Lead
- Leaders - future IQM Flagship Action Plan in relation to the School Development Plan

Additional Activities

- Learning walk – Focus on Target 1; scaffolding
- Observation of intervention in Y1
- Learning walk - afternoon interventions/class activities and scaffolded lessons
- Observe Nurture provision
- Observation of lunchtime
- Observation of Carbon Zero lunchtime activity
- Reading Lesson Study Analysis
- Writing Lesson Study Analysis
- Inclusion presentation
- Data – 3-year overview
- Review of documentation to support the IQM Flagship Priorities
- Website
- Social media
- Ofsted report
- DfE School Performance Tables



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Evaluation of Annual Progress towards the Flagship Project

The deeply rooted aspirational vision of Moorside Primary School and Nursery continues to shape and influence every facet of school life. The strong sense of community, culture of acceptance and belonging, and the shared commitment to the core underpinning values and principles, so expertly led and sustained by Leaders, are clearly evident.

*Presentation and PRIDE in all we do.
Respect, for others and our world.
Independence, to succeed ourselves.
Determination, to achieve.
Enthusiasm, and a love of learning.*

Stakeholders remain deeply committed to ensuring that children are supported effectively, with the wellbeing of the whole child placed firmly at the heart of all decision making. A tailored and personalised approach ensures that each child's needs are met with expertise and care. As a result, children fortunate to attend Moorside Primary demonstrate high levels of confidence and self-esteem, as was clearly evidenced during the visit both within the classroom environment and also during the wonderful discussions had with 'Carbon Zero' leaders.

Children achieve exceptionally well from their individual starting points and make progress in the widest sense across the whole curriculum. Detailed documentation evidencing school headline data alongside National percentages demonstrates an upward trajectory from 2023/2024 across each key stage, with school outcomes surpassing National in a number of areas demonstrating significant impact of the success of the IQM target 1, Scaffolding. Examples of which being in Early Years Foundation Stage (EYFS), children achieving a Good Level of Development (GLD) has surpassed National figures for three consecutive years.

Outcomes at Key Stage 2 (KS2) are equally as impressive, with attainment at the Higher Standard in Maths and Reading exceeding National by 10.1% and 6%, respectively. The high-quality curriculum aligned with expert, fluid, and dynamic adaptive teaching impacts so positively on the school's inclusive success - there is so much to celebrate at Moorside Primary School and Nursery.



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The school's progress from the previous year is based on two targets:

Target 1: To improve pupil outcomes through scaffolding through focus groups and steps to success across all curriculum areas.

Detailed discussions with Leaders provided clarity in the journey the school continues to undertake to ensure that both the curriculum, and the school physical environment meets the needs of all children, and provides a calm, reflective and responsive teaching and learning space inspiring all children to engage, flourish and thrive.

Leaders have prioritised the creation of additional designated areas for regulation, one-to-one support, and small group learning; nurture. In addition, a dedicated space has also been developed to support emotional regulation, providing a quiet and safe area for a child/ren who need a moment of rest and relaxation or sensory break.

Moorside Primary and Nursery School continues to prioritise the use of scaffolding to improve outcomes across all curriculum areas. This is being implemented through focus groups, clearly defined "steps to success," as was evident in each classroom and consistent teacher modelling within lessons. These approaches are designed to maintain high expectations, ensuring that all children are appropriately supported while also being 'stretched and challenged' in their learning.

As detailed by the Special Educational Needs Co-ordinator (SENCo), a whole-school approach to visual communication has also been established to promote clarity and consistency for all children. All classrooms utilise visual timetables in a consistent format, using the same Widgit symbols. This approach supports understanding for all children, particularly those with Special Educational Needs and Disabilities (SEND) and speech, language, and communication needs. As observed during the visit, this has enhanced the quality of discussions within classrooms and made the development of emotional literacy more accessible.

A key strand of this work has involved lesson studies, with a particular focus on reviewing, revising, and editing. Through collaborative practice, staff have explored and refined strategies to strengthen the reading and writing skills of all children, with a targeted emphasis on supporting those disadvantaged and children with Special Educational Needs and Disabilities (SEND). Lesson study has enabled staff to work collaboratively to develop and embed effective approaches to teaching reading and writing across the school. Examples of successful strategies being, the 'Say it, write it, read it' approach, Ping Pong approach, chunking, oral rehearsal, talk stems, talk partners, vocabulary mats, helping hands booklets and scaffolded WAGOLL.

Outcomes of the detailed analysis of lesson study feedback could be clearly observed during the visit. Children could be seen demonstrating increased independence when approaching tasks, applying strategies with greater confidence. This continued focus on high-quality scaffolding and professional collaboration is contributing to a consistency in teaching and improved outcomes for all children.



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Leaders are, however, keen to progress this target further, and have scheduled a number of staff meetings for leaders to share the impact of lesson studies, whilst also ensuring that findings translate into high-quality CPD opportunities for all staff.

Leaders will continue to strengthen the use of evidence to demonstrate impact, including the sharing of best practice across Key Stage 2 which will translate into the school extending the positive 3-year trend of attainment at the higher standard. Regarding writing, the impact of lesson studies will begin to positively influence outcomes in writing and Spelling, Punctuation and Grammar (SPaG) to be in line with the strong outcomes evidenced in reading and maths.

Target 2: To create opportunities for young leaders to include pupils with SEND and disadvantaged pupils.

Pupil leadership is already a strength of Moorside Primary School and Nursery, however over the coming year, leaders aim to establish a longer-term leadership framework with the hope that this will provide a well-sequenced programme of leadership opportunities throughout the school year to enable children to progress their leadership skills and qualities and take on increasing responsibility within the school community.

As was observed during the review day, the staff team ably support the children to continue to develop their leadership skills through active participation in achieving the aims of the Carbon Zero project. The initiative now involves 53 children across Key Stage 2, with representation from all pupil groups, ensuring that a wide range of voices and perspectives are included and heard. Opportunities for pupil voice remain a key strength, enabling children to confidently share their learning, experiences, and ideas.

In Year 5, children have been provided with opportunities to present their projects and respond to questions through the Carbon Zero debates. These experiences have further developed communication, critical thinking, and presentation skills, while also promoting collaboration, confidence, and deeper engagement with sustainability issues. Numerous examples were provided during the review day demonstrating opportunities where pupil voice had been listened to, heard and acted upon; introduction of food waste bins, letters to local businesses with requests for support with regards their Carbon Zero projects.

Leaders are ambitious in their future plans for all aspects of Leadership ensuring that the long-term plan of activity is purposeful, varied and aligned with the school's wider values. The plan will include a balance of leadership development, school improvement work, whole school engagement, theme days, weeks, and events.



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Agreed Actions for the Next Steps in the Flagship Project: Developing Enquiry-Based Learning and Pupil Leadership

This project aims to continue to strengthen enquiry-based learning and pupil leadership across the school, with a clear focus on scaffolding, problem-solving, and increasing independence. Central to this work is ensuring that support is carefully aligned, so that pupil engagement remains at the forefront of all learning experiences.

To achieve this, teaching approaches will be further refined across subjects, with an initial pilot centred on sustainability leadership and climate action within education in Year 4 and 5.

Through this approach, children will engage in meaningful, real-life problem-solving tasks and participate in pupil-led discussions. These experiences will be designed to develop critical thinking and communication skills, enabling children to confidently contribute to enquiry-based projects.

The long-term aim is to nurture passionate, independent learners who are equipped with transferable skills to lead their own learning and articulate their ideas with clarity and confidence.

The project has been initiated with a Year 4 cohort as a pilot group to inform wider implementation at Stage 5. With regard to future targets, in depth discussions with Leaders demonstrates their collective drive, ambition and rigour in ensuring that the children and families of Moorside Primary School continue to receive a tailored and bespoke extended curriculum offer aligned to the needs of individuals and of the locality.

The Headteacher, alongside the Leadership team, articulated the ambitious plans for future improvement planning, evidencing the research, impact of monitoring, evaluation and review and internal intelligence employed to ensure that future targets meet need.

Project Implementation Phases

Stage 1 (Summer Term):

Focus on mathematics monitoring, the design of model enquiry projects, and the identification of opportunities for thematic learning days.

Stage 2 (Autumn Term):

Develop pupil leadership through structured approaches such as Kagan strategies. Establish a SEND and disadvantaged pupil voice group and introduce pupil-led discussions.

Stage 3 (Spring Term):

Extend leadership opportunities across the school through a defined project aligned with the School Development Plan.



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Stage 4 (Summer/Autumn 2025):

Pupils to identify and further explore specific leadership areas within the school, developing and planning initiatives. Staff leads will also be identified to support professional development and share effective practice across the school.

Stage 5 (Spring 2026):

Implementation of pupil-led projects, with evaluation and sharing of impact across the school community. Staff will review the effectiveness of professional development, and a second cohort will begin the leadership programme, incorporating refinements based on prior learning.

This structured, phased approach ensures a sustainable model for embedding enquiry-based learning and pupil leadership, with ongoing evaluation and adaptation to maximise impact for all learners.

Next Steps: Pupil Leadership and Sustainability Impact

These actions are designed to sustain momentum, extend pupil leadership opportunities, and ensure that impact is both measurable and visible across the school community.

Children will develop a clear understanding of how to measure the impact of their actions through regular and systematic data logging, enabling them to evaluate progress and make informed decisions.

Opportunities will be created for children to report on their impact through a range of platforms, including newsletters, the school website, assemblies, strengthening communication skills and raising awareness across the school community.

A second cohort of children will engage in and take action following the Carbon Zero lessons, ensuring the sustainability initiative is extended and embedded more widely.

Cohort 1 will begin to transfer and apply their developing leadership skills to other school development priorities.

A programme of themed days and weeks will be planned, with explicit leadership opportunities identified. This will ensure a broad and balanced range of experiences across the curriculum while promoting pupils' spiritual, moral, social, and cultural (SMSC) development.



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Overview

It was a privilege to visit Moorside Primary School and Nursery, a school that demonstrates an unwavering commitment to inclusion and equity, ensuring that all children access aspirational opportunities that enable them to thrive. The school is underpinned by a strong and clearly articulated vision, supported by an ambitious and exemplary curriculum offer that is carefully designed to inspire and empower all children and enable them to achieve their full potential in the widest possible sense. The Headteacher leads with heart, compassion and a deeply rooted understanding of the children and families within the school family, always ensuring that Inclusion is firmly embedded at the heart of the school's practice.

Moorside offers a rich and engaging curriculum that is highly responsive to individual need, with a clear focus on developing the foundations for lifelong learning and living. The range of stakeholders spoken with during the review day each articulated with clarity the breadth and depth of curriculum experience they wish for every child, underpinned by the school vision and values.

A culture of success and achievement for all.

An aspirational and inspirational curriculum.

Strong relationships between the school, families, pupils, and our community.

A whole school inclusive and nurturing ethos.

High expectations for all stakeholders, surrounding our children with the best educators and specialists.

It was a pleasure to meet with the skilled and dedicated leadership team, each demonstrating strong pedagogical knowledge and understanding that impacts so positively on school life. The content of discussions had regarding personalised approaches to learning reflect a culture where staff are committed to doing whatever it takes to support children to thrive. Leaders demonstrate an exceptional knowledge and understanding of every child, enabling learning opportunities to be carefully planned and maximised so that children are fully engaged, achieve well and succeed. The inclusive culture of Moorside is fully embraced by leaders, staff, and children.

I was fortunate to be able to meet with the Governor responsible for Personal, Social, Health and Economic education (PSHE) and Relationships and Sex Education (RSE) during my visit. This was a valuable opportunity to see the supportive yet 'critical friend' aspect of Governance, alongside hearing personal, first-hand experience of the schools sensitive and tireless work in providing evidence to ensure children who require the most tailored support receive the support they need; Education Health and Care Plans (EHCP's).

Recognition and appreciation of the proactive and persistent drive of leaders in their inclusive approach to meeting evolving needs was also celebrated; curriculum adaptations - PE, visits and residentials, physical adaptations – hoist, social times – bespoke bench alongside the critical factor of ensuring trusting emotional support for all children is embedded.



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This was a wonderful, sensitive discussion celebrating the commitment of the school family in nurturing the qualities and gifts of all children. The content of further discussions had regarding the current educational landscape and that of the future and how certain aspects could impact on school life was heartfelt.

The changing profile of children accessing the school and the responsive adaptations that have been implemented and are continually reviewed demonstrates the proactive commitment of leaders to making meaningful adjustments in order to secure success for individual children and families. Governors are highly knowledgeable with an in-depth awareness of the cohorts and classes across the school and of the interventions, Continuing Professional Development (CPD), and support in place.

Governors are kept up to date with reports at Board meetings and also partake in regular visits to the school in addition to being involved in aspects of the School Improvement/Development cycle; Pupil Voice sessions focussing upon the Carbon Zero project led by the children.

This level of strategic involvement ensures they each have a deep understanding of Flagship priorities and of the progress made towards meeting each. When speaking with Governors there was a real sense of pride. It is highly apparent that stakeholders will work tirelessly to ensure that the voice of the child and parent/carer is listened to, heard and acted upon.

The Learning Walk which followed, facilitated by the SENCo/IQM Lead and Deputy Headteacher was wonderful! To be in such a fortunate position to observe the impact of exemplary leadership in driving school improvement linked to both school development and IQM priorities was a real highlight.

The Moorside curriculum has been carefully designed with the needs of every child at its core.

We 'Nurture Children to Succeed and Achieve' and our curriculum is built upon this ethos.

Our curriculum has been designed to meet the needs of OUR children, to enable them to build on the knowledge and skills that they acquire from Nursery to Year 6.

Inspiring a love of reading is at the very centre of the Moorside curriculum, with key texts; fiction non-fiction and poetry/nursery rhymes effectively woven across each year group; Pig Heart Boy (6), Butterfly Lion (4), alongside Pie Corbett's Reading Spine (Age-appropriate texts) and high-quality phonics teaching (Little Wandle). The introduction of Reading Plus, an adaptive literacy solution that improves fluency, comprehension, vocabulary, stamina, and motivation is also proving successful in accelerating reading achievement through personalised instruction and intervention.

"A child who is read to will have an inner kingdom of unicorns, talking spiders and a knife that cuts into other worlds."

Pie Corbett



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The Year one intervention observed during the visit also featured the singing of nursery rhymes and the use of high-quality text: Twinkle, Twinkle and The Snail and the Whale (Julia Donaldson). It was a pleasure to be able to observe the sheer joy, enthusiasm, and complete engagement of the child during this high-quality session.

The effective use of working walls and display boards, consistency in use of visual timetables and Communication in Print (widget), use of the library to promote a love of reading and language, all of which invites all learners to engage so creatively in all curriculum areas.

Staff are adept at providing bespoke and personalised learning opportunities for every child and are proficient at planning and resourcing linked to Special Educational Needs and Disabilities (SEND) whether this be linked to targets or aims of Education Health and Care Plans (EHCP). The curriculum, teaching and learning is adapted for all learners as could be seen during the day. Specific resources and strategies are used to support children individually; regulation stations and in groups from Nursery to Year 6; phonics scaffolding, helping hands booklets, sentence stem supports, colourful semantics, use of video to model expectation, steps to success, class targets alongside personal targets, physical support, verbal prompts, ARMS and CUPS (add, remove, move substitute/ capitalisation, usage, punctuation, spelling), use of flashbacks, all deeply embedded to ensure success for each child.

Interventions (Keep up and Catch Up) are also in place with highly skilled staff leading on each of these with staff having received a range of specialist training in order to meet the needs of the children in Forest School, and Nurture. Staff articulated the impact of such training on personal growth and development alongside how each of these has supported and scaffolded learning and subsequently achievements of individual children. Again, the observation of the Nurture session during the visit was a highlight. So beautifully led, utilising the six principles of nurture, supporting children in meeting social and emotional developmental stages, building their confidence and self-esteem ensuring that they can engage effectively with their learning; recognition of emotions linked to facial expressions, ways to show respect, actions and consequences, How to be a good friend, What I want in a friend, recognising what I am good at and not so good at, stranger and safer stranger.

Throughout the day, I had the opportunity to speak with a range of staff. These conversations were insightful, with staff speaking openly and enthusiastically about their roles, their work with children, and the strong sense of value and belonging they feel within their school community. The enthusiasm, commitment and dedication demonstrated by the staff, who so expertly support the endeavours of the Year 4 and Year 5 Carbon Zero teams was inspiring. The recording of the children's work, in relation to the cause and effects of the climate crisis linking to each of the taught sessions was exemplary.

During the visit, I also had the privilege of meeting with the Year 4 and 5 Carbon Zero team who spoke confidently and with pride of the importance of their roles and responsibilities and the impact of these on school life. Using their beautifully presented floor book, each child confidently, (and enthusiastically!) explained their current focus on developing sustainability in line with aspects of their 'Climate Action Plan;' food



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waste and food growth. In such a short space of time, this group have already introduced strategies to impact positively on the climate. The introduction of designated food waste bins per key stage; letters were written to the Headteacher to request these new additions, and the daily weigh-in in order to calculate food waste is highly impressive.

I had the privilege to be included in the weigh-in activity during the visit and noted the accuracy in which the children calculated their findings, recorded and reported to their peers and staff; fabulous team work, communication, listening skills and respect. Their work aligns closely with the school's commitment to responsible citizenship, pupil leadership and developing awareness of global and environmental issues. The final feedback meeting with the Headteacher, Deputy Headteacher and SENCo/IQM Lead further evidenced their strength in leadership, detailed understanding of school improvement and unwavering commitment to excellence for all. Staff during the day demonstrated a proactive approach to professional learning as identified via discussions with all leaders and staff driven by a shared ambition to meet the needs of the whole child.

I would like to reiterate that it was an absolute a privilege to spend time with such a committed staff team who together provide children and families with a rich, inclusive, and nurturing experience that extends far beyond the academic curriculum. In recognition of the relentless, sustained and determined drive and commitment of leaders and staff, the progress made since the previous Flagship review, I wholeheartedly recommend that Moorside Primary School and Nursery should continue to hold Flagship School status and be reviewed again in 12 months' time. I would like to thank everyone at Moorside Primary School and Nursery for making this visit such a memorable experience.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship Status.

Assessor: Ms Nichola Russell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Chief Executive Officer of Inclusion Quality Mark (UK) Ltd