



# Inclusion Quality Mark (UK) Ltd

12<sup>th</sup> December 2016

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Front Street  
Chester-le-Street  
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DH2 3PF

**Assessment Date: 30<sup>th</sup> November 2016**

## **Summary**

Nettlesworth Primary School is a stimulating learning environment in which children are gaining confidence and nurtured, enabling them to feel valued with the guidance of caring staff. Social and emotional needs of students have been well-considered through the role of the PSA, the Inclusion Coordinator and the Head. Children are articulate, encouraged to formulate ideas and are ably led by staff.

It was a pleasure to be in the school, to be welcomed by friendly staff, to feel that everyone wanted to work together for the benefit of the children.

During the IQM assessment I was particularly impressed by the determination and enthusiasm of the IQM Coordinator and the Senior Leadership Team including the Headteacher. The Team's positive approach to monitoring endeavoured to ensure learning and personal needs of children were addressed, clearly a tool to support staff and perceived as enabling.

Children with a variety of needs are welcomed at the school. Parents clearly value involvement with the school; they feel able to approach all staff and the Headteacher. The school endeavours to establish strong relationships with parents and involve other agencies if needed.

As the IQM assessor I received a consistently positive response from children, parents and staff. The governors were supportive and recognised the importance of inclusion. The content of this document is based on only a sample of the evidence presented and observed.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are no areas requiring major development before the Inclusion Quality



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Mark can be awarded, however I have made some suggestions related to further development. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I would further recommend the school for consideration as a Centre of Excellence in the future.

My thanks go to everyone who generously gave their time during the IQM assessment. Everyone gave open and honest opinion.

**Assessor: Stephanie Robinson**

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

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

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

Nettlesworth Primary School aims to:

- Provide high quality learning to enable children to acquire the skills, knowledge and concepts relevant to their future.
- Promote an ethos of care, mutual respect and support, where effort is valued and success celebrated.
- Enable children to become active, responsible and caring members of the school and wider community.

Each of these aims and values underpins each of the core elements in this Inclusion Quality Mark Assessment.

Nettlesworth Primary seeks to be an inclusive school in which the curriculum is sufficiently flexible to fully match the individual learning needs of all children including those with SEND. If the SENDCo finds that some children need some extra help, then plans are agreed to ensure this is actioned. A provision map clearly identifies how additional needs are to be met.

Use of Pupil premium is identified and usage shared with parents via the school website. Equally, the school has ensured that they have identified how they promote British values and have made this public on the school website.

Staff are caring and committed to providing the best for the children and the community they serve. Everyone strives to make sure that children are happy, secure and successful. Staff develop strong relationships with children.

On arrival at the school one receives a genuinely warm welcome, the school team make everyone feel at ease as soon as they step over the threshold. Pupils' behaviour is positive.

Pupils are articulate, polite and respectful to adults and to one another. A Positive behaviour policy exists to support this and staff model school expectations inside school and on the playground. Expectations for pupils' behaviour are high and the atmosphere is calm yet purposeful, children are clearly 'on task'.

### Strengths:-

- All stakeholders show commitment to inclusive practice reinforced by a parent who couldn't speak highly enough about the way in which the school staff had catered for her child's needs.

- Learning needs are at the forefront of thinking in the school to provide appropriate experiences; this is echoed in differentiated planning.
- The Inclusion Coordinator ensures the monitoring of SEND takes place, has successfully completed a ECHP provision map.
- Staff feel supported in their role, care is taken to ensure smooth transitions: hospital - home-school; at start of school and at transfer to secondary.
- Safeguarding and child protection is well-understood, Head and Deputy have Level 2 certification. Further support can be sought from the PSA whose office is based in the school.
- There are positive relationships with learners, appropriate listening to the views of others is fostered e.g. Assembly.
- Behaviour policies and procedures are understood by parents, governors, staff and children. Children have been able to contribute to forming the 'Code of Conduct' to ensure understanding and enable them to feel a sense of ownership.
- The school team work hard to 'narrow the gap'. The SMT have profiled evidence to identify specific groups. It is recognised that in a small school such as 'Nettlesworth Primary' one child's low attainment level can have an apparent impact on overall scores.
- Governors and staff are aware of the Inclusion Plan.
- Pupil Premium pupils are tracked with some key projects having impact e.g. Breakfast club. This will also help with attendance.
- The link previously established with a Bradford school is positive and this should be further developed.

### Areas for development:-

- To continue to build on existing links with secondary phase and pre-school groups.
- To identify and make full use of the range of LSAs' skills e.g. counselling (in partnership with PSA and Inclusion Coordinator).
- To reaffirm the link with a Bradford school, make relevant imagery and dual language books available. Make use of Skype and video conferencing in this context.
- The following areas of development identified by the school are endorsed and supported:



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- Continue to develop inclusive quality first teaching throughout the school and ensure all teaching is consistently good/outstanding in order to improve outcomes for children and further raise attainment.
- Continue to successfully implement the new Code of Practice.
- Continue to develop specific and precise intervention delivered through the classroom.

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

The Nettlesworth Primary School team make effective use of teaching spaces and resources. Thought has been given to appropriate resources to service learning and teaching needs. The school is welcoming with entrance and corridor displays that are informative and interesting ranging from Art work to Global Education.

Interactive whiteboards are available and are used by children and staff. A bank of computers is available. Other resources are clearly labelled and stored for ease of access; adult support is well focused and makes a significant contribution to the quality of learning as identified in planning and through discussion with support staff.

The school is well stocked with books; they are readily available in classrooms. These reflect a range of genre, fiction and non-fiction is represented.

The outdoor environment is being developed successfully and staff recognise the potential for further development. The early years' outdoor space is well-considered although 'free flow' access is limited.

There is clear allocation of resources including a breakdown of Pupil premium and Provision mapping.

### Strengths:-

- The learning environment is well-resourced, there is effective labelling for ease of retrieval, informative displays and role play corners that are well-used.
- The outdoor area continues to have ongoing development and the school has enhanced the early years' outdoor space (although 'free flow' access to the outdoors is restricted).
- Care has been taken to select appropriate resources for individuals; e.g. challenge books and coloured overlays to support additional needs.
- Whilst there is no current need for translation, some parents are given support to understand the progress of their youngsters.
- The classrooms are well organised; TAs and HLTA have a clear role which they understand; they contribute well to the smooth running of the school.
- Lunchtime runs smoothly, Kitchen staff and lunchtime supervisors have a positive manner with the children and the children in turn are polite.
- Opportunities arise in assembly for celebration of achievement and team points awards are noted on the school hall display.

- ICT is used effectively to enhance learning including the interactive whiteboard.
- Additional resources are in place to ensure the inclusion of children with additional needs e.g. hydraulic bed.

### Areas for development:-

- To enable children to lead assemblies on a theme of their choice that is meaningful to them, allowing them to explore feelings and emotions and develop understanding of conditions that impact on the lives of others: caring, dementia, asthma etc.
- To consider the use of mp3 players to promote children's reading in the home  
<http://www.listening-books.org.uk/mp3-cds.aspx>

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

In the 2014 Nettlesworth Primary School's Ofsted report it is noted that, "Excellent pastoral care from all adults makes pupils feel safe and secure. Pupils have absolute trust in adults to look after them." indicating that personal development is at the heart of what the Nettlesworth Primary School team seeks to achieve. Being part of a Rights Respecting school means that children are developing a good understanding of what it means to show and feel respect, teaches them to accept plenty of responsibility, and play a role in decision making.

Children in the school are welcoming and polite. Clear policies exist in the primary school to support Anti-bullying, Positive behaviour, Inclusion and SEND. A code of practice supports positive behaviour and this is well managed. Staff ensure children are engaged in the formulation of classroom rules. There are positive staff-pupil, pupil-pupil and staff-parent relationships, effective pupil support and independence is fostered. Children state:

*"I like coming to school,"*

*"When I am at school, there is always someone there to help."*

*"I can go to a teacher if I am worried."*

A Rights Respecting School's council exists and meetings are held with them to enable them to contribute and articulate their thoughts and ideas.

Nettlesworth Primary staff endeavour to enhance the curriculum and promote positive attitudes and values through links with the local community and a developing awareness of Global issues.

Classes carry out walks around the locality; use the local park, make visits to the church, and the school has established links with a school in Bradford.

#### Strengths:-

- The Rights Respecting Award underpins thinking and practice enabling the child's voice to be heard. Children enjoy school, "Learning about new things"; "Playing outdoors" and "PE and Art are my favourite subjects".
- The School SEND offer is published on the website.
- Children's curriculum targets are made clear in the front of children's books. Next steps are recorded in 'I can' books as required in policy.

- A clear awareness of community and global responsibility is fostered e.g. Support for Syria and Fair Trade issues are discussed. More locally based charities are supported too.
- Everyone is encouraged to share their views; active listening is encouraged.
- All staff want the children to succeed, they offer praise and appropriate structure to support independence and learning. The children are polite and helpful.
- In the school's Ofsted report 2014 inspectors stated that; "Pupils' behaviour and their excellent relationships with each other and their teachers are hallmarks of this warm, vibrant school. Classrooms and the playground are happy places where pupils show great care and support for each other." This is evident in the overall ethos of the school. There are high expectations. It was wonderful to hear one parent was so supportive of this approach stating that they knew that the school was enabling their child to become a 'good' person.
- Children are encouraged to take on responsibility on the Rights, Respecting School Council. It is evident that Yr. 5 and Yr. 6 children show responsibility in the way they support younger children too.
- The school offers the children a wide range of outdoor pursuits, residential events, educational visits, clog dancing. The school also runs a breakfast club.
- Children are encouraged to aspire for the future -footballers, boxers etc.
- Children are encouraged to 'have a voice' and to be able to contribute.

### Areas for development:-

- They are no areas for development.

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

At the time of the last school Ofsted report it was made clear that, "The well-planned curriculum provides plenty of opportunity for pupils to follow their interests while developing their basic key skills through practising them in all their activities. Pupils' excellent spiritual, moral, social and cultural development is the result of the varied and memorable activities pupils enjoy within and beyond the school day and helps to prepare pupils well for life in modern Britain."

The school team have developed a long-term Curriculum framework for each year group which aims as far as possible to follow the interests and learning styles of the pupils and an overview of each year groups curriculum with direct reference to the new National Curriculum is made available on the school website. The Headteacher and her team are fully aware of needs and open and honest about ways forward. The staff interviewed were able to talk confidently about tracking and supporting specific groups including EAL, boys, girls and Gifted and talented pupils. The senior team hold conversations with staff to explore learner progress and needs.

In 2016, KS1 EYFSP outcomes suggests that from a well low baseline entry point children make good progress across Key Stage 1 in Reading, Writing and Maths. SSE indicates that pupils' achievement is good in KS1. From generally below attainment on entry to reception year, pupils make good progress to be slightly above average at end of Y2.

In 2016, KS2 82.5% of pupils reached the expected standard in R/W/M combined. This was above the national average of 53% and County figure of 59.0%.

Staff are determined to ensure that they provide for all levels of attainment including SEND and Gifted and Talented children. They believe that all children equally deserve the opportunity to realise his/her potential in a challenging and supportive environment. It is in this context that any able Gifted and Talented pupils, some of whom may well exceed the level of attainment of others are enabled to maximise progress. The school recognises and values and importance of identifying and celebrating their achievements and successes too as they recognise that by making provision for Able, Gifted and Talented pupils, the standards of achievement are raised for all pupils.

### Strengths:-

- It is evident from the detailed cohort records that data informs teaching and learning.
- Performance management reviews inform the school evaluation process.
- Learning needs are identified early as evidence from discussion with parents. Provision maps, quality first teaching plans ensure needs are addressed.

- A variety of teaching approaches are clear from touring the school, direct teaching, role play, challenge, PE involving specialist teachers etc. WALT and WILF -objectives are shared with children so learning intentions are made clear.
- Plans are annotated to meet needs.
- There is clear tracking of pupil performance by all staff including support staff.
- Children are made aware of learning targets, posted in classrooms, in the hall etc.
- Feedback in books enables children to recognise their next step.
- Good achievement overall is noted.
- Pupil progress meetings inform next steps for the staff and the school.

### Areas for development:-

- The school's aim to continue to work towards meeting the needs of vulnerable groups is endorsed as is the importance of half termly tracking.
- To ensure 'deepening 'of knowledge and understanding evident in outcomes.

## Element 5: Learning and Teaching (Monitoring)

The Ofsted (2014) Report indicates that Senior and middle leaders monitor the school's work regularly and accurately so they can identify the most important areas for improvement. SMT instigates well-thought-out action plans to support the school's continuing improvement.

A Performance Management policy is clearly in place, targets are determined, focusing on progress of pupils and development needs linked to the strategic development plan. The positive approach to monitoring seeks to ensure learning and personal needs of children are addressed. It is a tool to support staff and seen as enabling. The strategies of book reviews, observations and learning walks are used to gather information and support staff.

The school has developed a range of opportunities to report to parents. Policies are in place; all staff are familiar with the content. The SEND policy reflects the setting and whole school policy and approach.

Deployment of support staff is effective. The team work of lunchtime supervisors and staff endeavour to ensure continuity of behaviour management. TAs are deployed effectively and the senior management team have found that TAs are having a positive impact. Support staff understand pupils' needs including social and emotional and respond appropriately. Each has a clear focus for work in or out of the classroom and they understand their role.

### Strengths:-

- There is a clear record of Performance Management targets.
- The Teaching and Learning policy is regularly reviewed to support all staff.
- 'Life without levels' is being addressed and children at different stages of development are identified as 'emerging' and 'exceeding' within the planned curriculum.
- There is an awareness of expected outcomes, staff predict these. Cohort tracking ensures issues are addressed in an ongoing way.
- Lessons have a clear purpose, learning objectives are defined and shared with pupils. Different approaches to teaching are recognised as important.
- TAs are employed to enhance learning and carry out meaningful interventions.
- Effective questioning and encouragement is noted in classrooms visited. The youngest children take great delight in sharing what they are doing in the school Christmas play.
- Reporting to parents takes place each term; written reports are also maintained.

- Parents appreciate the celebration of children's achievements via the school website.
- Efforts to link CPD to data analysis are important and endorsed.

### Areas for development:-

- To consider the creation and use of a grade descriptor tracker to show teacher performance so progress in teaching delivery can be seen 'at a glance'.
- To link teacher performance to cohort data tracking.
- To pinpoint from class data, successes in teaching and areas in which development is required (link to CPD) and identify interventions from this.
- To link 'end of year analysis summary' with 'whole school tracker', encouraging staff to interpret data.

## Element 6: Parents, Carers and Guardians

In 2014 Ofsted acknowledged that, “The school makes good links with parents to involve them in their children’s learning. They are invited to Stay and Play sessions in the Reception class and are helped to support their children’s learning at home. Parent surveys show they are overwhelmingly supportive of the school and know that their children are well taught and well cared for.”

### Strengths:-

- Parents recount the ‘open door’ policy which they comment works in practice. They feel that they can approach the school about concerns.
- Parents feel that two-way communication is good and carried out in a variety of ways: telephone calls, texts, emails and letters.
- Parents are extremely confident that their child is cared for: *“If you could bottle Nettlesworth Primary and share it, you would have some very good schools.”*
- A parent of a child with additional needs talked positively of the support for their child to succeed.
- One parent valued the opportunity to work in school giving her greater understanding of approaches used. Equally another valued opportunity to help with school events.
- There is clear evidence of parental views being considered in decision making processes.

### Areas for development:-

- The plan to introduce an ‘email app’ to enable greater sharing of information is endorsed.
- PSA to consider the introduction of support kits on different key themes e.g. bedwetting, refusal to come to school etc.
- To review electronic systems for recording data, engaging parents, Parent share, Tapestry etc.
- To consider greater use of focus groups to engage with parents and governors in working on common themes and interests to enhance aspects of school life, environment, and experiences.

## Element 7: Governing Body and Management:- External Accountability

In 2014 Ofsted stated that.” Governors are well informed about the school’s performance, the quality of teaching and the priorities for improvement. They visit the school regularly to monitor its work. They undertake training to enable them to both challenge and support the school to maintain its overall effectiveness. Governors have a good understanding of how pupil premium funds are used to support the pupils for whom it is intended to achieve as well as other pupils. They support improvements to teaching by holding teachers to account for the progress their pupils make and linking this to appropriate pay progression. Finances are well managed so there are good staffing levels to support pupils’ learning. Governors ensure that safeguarding policies and procedures meet statutory requirements.” This is clearly still the case and governors willingly give of their time, it is evident that they spend time in school and feel ownership and part of the life of the school. Governors attend courses to make sure they are fully informed about requirements and recognise the seriousness of the role.

Where feasible, Governors are keen to be involved in the everyday life of the school, attending celebrations and events, taking their part in a range of activities and supporting the school. They are fully aware of the Inclusion and the SEN agenda and are keen to ensure that all children receive their entitlement.

Of those I interviewed it was evident that they have a good overview of the quality of teaching in the school and are committed to coming into school to monitor their area of responsibility.

The school has a high level of transparency and effectively communicates school improvement priorities and performance information with the governing body. These effective lines of communication keep the governing body well informed and able to shape the direction of the school. Governors input is valued at every meeting and the relationship is a consultative one.

### Strengths:-

- Governors willingly give of their time to support the school in a variety of ways.
- Governors very much feel part of the school team and are welcomed into school.
- Governors recognise that their role is to support school improvement and know that it is important to record their visits into school.
- Governors strongly believe in the Rights Respecting school ethos which they think promotes positive behaviours.
- There is a named governor for SEND who is supportive and well-informed.
- Governor records, including minutes of meetings are in place and easily accessible.



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- External views are used to support and develop thinking and practice-LA, Award systems.
- Partnerships with other schools enrich teaching, moderation, professional development and learning.

A new governor describes her willingness to attend courses as part of her induction to the role, showing the commitment that is needed.

### Areas for development:-

- Governors recognise the importance of the early years and may well consider and further explore the potential of having an 'on-site preschool.

### **Element 8: The School in the Community**

Nettlesworth Primary School endeavours to enhance the curriculum and promote positive attitudes and values through the use of the local community. As a Rights Respecting school the school team are keen to encourage children to be thoughtful and contributing citizens. They seek to be an integral part of the local community. There is a genuine 'open door' policy where parents are happy to approach school, not only about children's progress but also about concerns at home. The PSA seeks to support this approach. The team endeavour to provide effective 'wrap around' care. All vulnerable families are kept as high priorities.

Classes carry out walks around the locality; use the local facilities, make visits to places of worship and the school has established links with the local shop and a wood craftsman/artist.

There are developing and ongoing links with the secondary schools to support transition.

The Head works hard to foster team working throughout from the outset, engaging collaboration and cooperation.

The school aims to be an inclusive school. Nettlesworth staff believe that equality of opportunity must be a reality for their children through the attention they pay to the different groups of children within the school:-

- Girls and boys.
- Children who need support to learn English as an additional language.
- Children with additional educational needs.
- Gifted and talented children.
- any children who are at risk of disaffection or exclusion.

#### Strengths:-

- The school attempts to foster links with local and the wider community:-
  - Sports Partnership.
  - Bradford Link.
  - Moderation/Networking - local and cross county work with Balfour Beatty.
- The children engage in key activities within the local communities e.g. Rapper and clog dancing supporting local heritage links.

- The school is valued by the local community Coop-Fair Trade. The school runs its own 'Fair Trade' shop and is a Fair-Trade School.
- The PSA seeks to foster links and engage with the local community.
- Charity fund raising takes place, it is regularly reviewed and seen as important. There has been support for the 'Syria appeal', the WWF and the schools seeks to respond to emerging needs, raising awareness amongst children of the needs of other communities and groups.

### Areas for development:-

- To continue to nurture links with local business e.g. Persimmon Homes to enrich aspects of the curriculum, engage in joint projects that challenge and develop children's learning.