



3<sup>rd</sup> December 2019

Ms Donna Lee  
Headteacher  
Nettlesworth Primary School  
Chester-Le-Street  
County Durham  
DH2 3PF

**Assessment Date: 26<sup>th</sup> November 2019**

## Summary

“Amazing school, amazing people. My child is thriving.” Nettlesworth school is a very inclusive and welcoming school, where everyone is treated as a valued individual, whatever their individual needs or talents. The school has a strong reputation for supporting children with Special Educational Needs within the local area and is a popular school with the local community. Parents have a positive view of the school as reflected in the ParentView Ofsted from May 2019 with 100% of parents agreeing/ strongly agreeing that their child is happy and likes school. The latest Ofsted report in May 2018 states, “Parents, staff and pupils describe the school as ‘a family’, emphasising the positive contribution made by the school’s work on human rights. This is very much in keeping with the strongly inclusive approach taken by leaders and Governors who go out of their way to understand and meet the individual needs of each child.”

All the adults in the school are very approachable and welcome visitors and are proud to showcase the excellent work that they do. All staff including the school receptionist, the caretaker, lunchtime staff and all teachers and support staff engage exceptionally well with the children and the “family feel” mentioned by everyone, is ubiquitous.

A calm atmosphere in this small village school leads to all children being focused and attentive in lessons. Children are kind to each other and support each other in their learning. They understand that all people are different. The school promotes this well as was reflected in a display about Different Families and all that all families have equal value.

The ethos of a Gold Rights Respecting school is lived by everyone on a daily basis as the school has its own charter as do individual classes, devised by the children themselves and linked to the UNICEF Convention of Human Rights.

Lessons are interesting and differentiated to make sure that everyone is making progress towards their next step. The new Cornerstones Curriculum is proving popular and encouraging a greater love of reading. A particular highlight was seeing the delight on the younger children’s faces as they stared up at the reflection from torches in a darkened classroom and encouraged each other to look up. An ugly sister writing a

---

### Award Offices

#### Inclusion Quality Mark Award

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

### Contact

**Tel. 028 7127 7857**

**Fax. 028 7127 7856**

[info@iqmaward.com](mailto:info@iqmaward.com)

[www.iqmaward.com](http://www.iqmaward.com)

### Company Registration No.

07748285

Inclusion Quality Mark (U.K.) Ltd

Company Registered Address:

Grove House

Lutyens Close

Chineham

Hampshire

RG24 8AG

letter to Cinderella to apologise for her behaviour was a literacy activity that sparked everyone's enthusiasm. Differentiated activities were provided to meet everyone's needs so that they could all succeed with the tasks.

Academic results are good with all pupils making at least Good progress during their time in the school.

Well-being and good mental health are very important to the school with resilience as a key goal for everyone. Lunchtime is a special opportunity for all the children to eat together and socialise in their mixed age team groups. The school cook works hard to make sure that everyone receives a nutritious meal and all allergies are catered for. Transition arrangements for new entrants and for pupils moving to Secondary School are well managed so children feel confident and secure. The school has good links with Nurseries and Secondary schools nearby.

Pupils like the school and are keen to talk about the opportunities they have. They like their teachers with one year 5 boy saying: "Teachers are very encouraging, they bring your talent out of you."

The school is an example of outstanding inclusive practice and I recommend that they should be awarded the Inclusion Quality Mark once again and reassessed in 3 years' time. Discussions were held with the Headteacher regarding the school being a Centre of Excellence as they have attained this standard. However, due to financial constraints the school regret that they are not in a position to do this. The IQM award is subject to moderation.

**Assessor: Julia Ridley**

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



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



## Context of the School and Sources of Data

Nettlesworth School is a smaller than average primary school situated in a semi-rural setting in County Durham. Currently the school has 103 pupils on roll and has 4 mixed-age classes. The school's last Ofsted in May 2018 graded the school as "Good". The school is a Rights Respecting level 1 and 2 school and also has NACE accreditation as well as various other awards and accreditations.

## Portfolio and other Supporting Evidence

The evidence was gathered from a wide range of sources including the following:

- A tour of the school.
- A whole school assembly.
- Visits to all classrooms to see all the children in their lessons. Time was spent in Numeracy, Literacy, RE and Science lessons. A visit was also made to the EYFS class to see part of a lesson based around Understanding of the World.
- Discussions with Headteacher.
- A discussion with 2 children from each class (8 children).
- Meeting with the Vice Chair of Governors and another Governor.
- Meeting with 2 parents who have children new to the school.
- A scrutiny of relevant documentation.



## Element 1 - The Inclusion Values and Practices of the School

### Strengths:-

- The staff at the school, led by an inspirational Headteacher, strive to make sure that all the children's needs are met, academically and socially.
- Transition arrangements before a child with SEND starts at the school are exceptional and highly praised by parents.
- The school are very mindful to make sure that no child feels different, so all children in the school have their own "Useful Resource Pack" which contains differentiated support materials and props/prompts as needed.
- Children are able to come into the school as soon as they arrive on the premises and they have 15 minutes to settle in before lessons formally begin.
- Safeguarding is the school's top priority and all the children are involved in making sure the school is as safe as possible. This is reinforced through weekly assemblies on Safeguarding.
- Children are encouraged to see themselves as leaders and everyone plays a role in formulating the Pupils' school improvement plan.
- The school holds awareness days based on different needs, present assemblies about tube-feeding for example and explain everything to all the children.
- The school is a Gold Rights Respecting School which puts Inclusion at its heart. It is also at the stage where it mentors other schools who are starting their Rights Respecting journey.
- New children are introduced to all the children by the Headteacher when they start school which is appreciated by the newcomers.

### Areas for Development:-

- 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 develop our provision and practise for children with autism.
- Continue to develop specific and precise intervention delivered through the classroom.



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

### Strengths:-

- The school has large, spacious classrooms with clearly defined areas for different types of learning such as book corners and multi-sensory areas.
- Wall and floor displays are creative and multi-sensory with obvious curriculum links.
- Children's success is celebrated in wall displays and visual reward systems.
- The Sensory room has been well-thought out and is a relaxing space for children, with sensory toys and cushions/blankets which fosters a sense of nurture.
- Children have access to a large field at playtime (weather permitting) and the playground has a climbing frame, dragon and obstacle course.
- Children have access to a wide range of resources such as artefacts linked to the Cornerstone Curriculum, a library, and resources needed for interventions such as Legotherapy.
- iPads are available for the children to use as well as computers in each classroom.
- Interactive whiteboards are installed in each classroom.

### Areas for Development:-

- To use ICT/web based access to study materials to further promote home learning in further subjects.
- A project request application has been submitted to create a storage room into another classroom with a sensory area to enable further provision for growing number of pupils.



## Element 3 - Learning Attitudes, Values and Personal Development

### Strengths:-

- Breakfast club means that all pupils start the day ready to learn. Interventions take place within this setting for identified pupil premium children, led by a dedicated teaching assistant.
- Children feel safe and secure in the school and there are no transition concerns as children move up year groups. All 4 teachers teach in each other's classrooms and everyone knows everyone else.
- The school follows a Growth mindset approach with an emphasis on resilience.
- Respecting each other's rights has a very high profile in the school and is embedded through UNICEF class charters and school charters.
- The children are very polite and the team system means that all ages mix and support each other eg. The older children help the younger children at lunch and when leaving assembly.
- Children respond very well to responsibility with class monitors for a range of roles, buddies, sports leaders and rights respecting council members.
- Children know that if they have a problem or concern they will be listened to, each class has a daily circle time after assembly to talk about their feelings.
- Reward systems are highly effective such as sitting on special chair in Reception, star of the day, star of the week, star in the jar and team points. The children are very enthusiastic about the rewards.
- Children are encouraged to see themselves as change-makers as they campaign against single use plastic and road safety outside the school.

### Areas for development:-

- Children to be more involved arranging and delivering whole school assemblies.



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

### Strengths:-

- Staff work hard to ensure that each child is tracked and interventions put in place to enable attainment over time to reach at least that seen nationally.
- Children in EYFS make good or better progress with 77% achieving a Good level of development at the end of Reception in 2019.
- The 2019 SATs results showed that the children achieved above average scores in Reading, Writing and SPAG.
- Children who receive Free School meals make Good progress throughout the school.
- Consistent marking and clear next steps for pupils helps the children to do well at school.
- Comprehensive and detailed ILPs for MAGT and SEND children leads to good progress.
- Pupil premium money is used effectively to ensure that quick progress is made.
- Learning targets are explicitly discussed with learners and staff which supports learning development.
- The school moderates their results with neighbouring primary schools.

### Areas for Development:-

To improve attainment in the following areas:

- Attainment at Expected level in Numeracy compared with other schools.
- Attainment of SEND pupils at higher levels – especially in Writing, Maths and SPAG.
- Attainment of FSM cohort at expected level in Numeracy.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- Current judgements on quality of teaching gleaned via subject leader lesson observation places 75% of observed teaching as outstanding and 25% as good.
- There is a clear commitment to meet the individual learning needs of pupils through a range of different and challenging learning opportunities and flexible planning.
- Schemes of work have differentiated support for learners and sensory opportunities (as an example) are added on lesson planning where appropriate.
- Personalised learning was evident in all the lessons observed. It is clear that teachers have high expectations for every child and are very aware of individual needs.
- Pupils are encouraged to assess their own performance and progress through discussion and written feedback.
- Lesson plans show a clearly articulated purpose, including clear differential expectations and engaging contexts for learning.
- A wide range of learning and teaching approaches are used by teachers and teaching assistants.
- Teachers are ably supported to meet needs by skilled and dedicated support staff who are aware of needs and act on their own initiative when needed.

### Areas for Development:-

- Further develop the expertise and skills of our senior and middle leaders to secure effective succession planning, ensuring checks on the quality of teaching and learning look more comprehensively across the curriculum and continue to more objectively identify the strengths and weaknesses in teachers' practice.



## Element 6 - Parents, Carers and Guardians

### Strengths:-

- The school has very strong links with parents through phone calls home when needed with each child having their own home/school diary.
- Parents report that the staff are completely committed to their children and will do anything to make sure that they are getting the best education possible.
- Parents felt that transition from nursery for their children was exceptional and that they really knew their children before they came to the school.
- The school value parents' input and they are encouraged to take a full part in all the processes needed for their child's education.
- The parents were keen for it to be noted that the Headteacher knows all the children and their families and she is very approachable.
- All the school staff were trained in a particular medical procedure so that the child could fully access the curriculum.
- The school has an open door policy and parents know that they can come into school at any time.
- Parents are welcomed in to school for Stay and Play days and end of topic showcase events for parents to see the work that their child has been doing that term.
- There is an active parents group who organise school events such as discos/parties for the children and fundraising to support the school.
- The school website and blog keeps families informed about what is happening in the school and how the pupils have been involved in the local community.

### Areas for Development:-

- To continue to maintain strong relationships with parents/carers.



## **Element 7 - Governing Body and Management: External Accountability/Support**

### Strengths:-

- Governors are passionate about the school and see inclusion as a key area of the school's remit.
- There is a named Governor for Inclusion and Safeguarding.
- Governors are matched/linked to a key target from the School Improvement plan each year as their area to support and challenge.
- Governors have a dedicated information board in the school.
- Governors complete a course impact sheet following any training that they have undertaken and describe how it links to the school improvement plan.
- Governors make regular visits to the school and complete a monitoring sheet to show their thoughts and impressions about the area that was visited.
- Governors are invited to all whole school training and attended a recent session where they gave input into writing the intent section for the new Curriculum.
- One Governor supports staff to run an after school club for the Rights Respecting Group and has a high visible presence in the school.

### Areas for Development:-

- Ensure governors and senior leaders have a full and realistic picture of the impact of the school improvement priorities using an increased range of monitoring processes.



## **Element 8 - The School in the Community and how this Supports Inclusion**

### Strengths:-

- The school is a valued part of the Nettlesworth Village Community with strong links to the village church.
- Children attend a wide range of nearby educational visits for example to Eden Camp, a local castle, Beamish museum, the local countryside and Durham City to enhance the curriculum.
- The school has strong links with a primary school in Bradford as well as local primary and secondary schools to share resources, visit each other's settings and learn from each other.
- The local community are welcomed into school for school fairs, events, promoting fair trade at coffee mornings and the community actively use the school's fair trade shop.
- The school are in a Sports Partnership with neighbouring schools as well as using resources from the Durham County Council Sport, Culture and Leisure team.
- The school have been involved in a Research project with NACE.
- Children have access to a wide range of after school clubs each evening that are staffed by the teachers. Clubs include Science, Art, Multi-skills in the gym, drama, Rights Respecting club and homework club.

### Areas for Development:-

- The school continues to seek to develop consistency of provision for pupils across partnerships.
- To continue to network with similar schools and begin to develop and collect comparative data to moderate the identification and performance of pupils.