



## Assessor's Evaluation for the IQM CoE Award



<b>School</b>	Greenhill Academy Harmony Street Oldham Greater Manchester OL4 1RR
<b>Head/Principal</b>	Mrs Chloe Glynn
<b>IQM Lead</b>	Mrs Chloe Glynn
<b>Date of Review</b>	29 <sup>th</sup> November 2023
<b>Assessor</b>	Mr Matthew Cuss

### **IQM Cluster Programme**

Cluster Group	Northwessians
Ambassador	Siona Robson
Next Meeting	4 December 2023
Meeting Focus	TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	4 <sup>th</sup> May 2022	No
<b>Summer 2022</b>	5 <sup>th</sup> July 2022	No
<b>Autumn 2022</b>	10 <sup>th</sup> November 2022	Yes
<b>Spring 2023</b>	4 <sup>th</sup> May 2023	Yes
<b>Summer 2023</b>	29 <sup>th</sup> June 2023	No
<b>Autumn 2023</b>	4 <sup>th</sup> December 2023	

### **The Impact of the Cluster Group**

Greenhill are an active member of their cluster group and are longstanding and valued members. They attend, add and adapt learning from each event and are able to utilise strategies in their own setting.

Greenhill attended the Bolton Inclusive Sports event with six children who have Education Health and Care Plans, who have an interest and strength in physical activities. Through this careful targeting, the children were happily engaging in sports events with other schools helping to develop self-esteem and confidence.

Greenhill has been inspired and have used a lot of ideas from the Delamere Reading Communication focused session. This has helped Greenhill to continue to develop a



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school-wide love for reading. They have increased their development of a drama focus for reading. This has provided a staff inset which was given to relaunch the Drama Toolkit and build staff confidence using different drama techniques to enhance learning. This then led to Greenhill embedding the use of 'Communication INprint' resources to support pre-verbal children and children with language delay.

Also, Greenhill's cluster work has helped support the development of a meta-cognition ELSA approach within the school's Inclusion Provision. This is in line with the Trust's focus of developing hybrid learning for Inclusion Hub-based children. Being members of the cluster has helped ideas related to children creatively accessing mainstream learning part time. Meta-cognition is now being embedded throughout school and as part of everyday teaching and training. ELSA strategies are currently carried out for groups, and Greenhill is looking at developing it as a whole-school approach.

### Evidence

Discussions with:

- Headteacher and Inclusion Lead - Discussion about IQM Project and whole school priorities.
- Action plan review with IQM lead.
- Meetings with teachers and teaching assistants across all age ranges and roles.
- Meeting with a range of staff about SEND Sport, Women/Equality focused conversations. SEND focus for Teaching Assistants.
- Flagship target review with leaders. Meetings with Prefects, Trust SENCO, PE Leads, Dyslexia Friendly School meeting, Harmony Inclusion Model Focused meetings.
- Tour of the School. Learning walk. Equality Focus and Inclusion Hub.
- Scrutiny of website, social media, teaching and learning timetables and learning platforms. Review of previous projects and continued action points.

### **Evaluation of Annual Progress towards the Flagship Project**

This report will take into account the ongoing targets from the current project focus of *'Develop, enhance and maximise the teaching experience for all children across the academy through the development of teaching staff and widening the curriculum offer for our most complex children.'* as it adds a new focus of *'implementing and adapting to the Harmony Trust Inclusion Model.'* These aims are clearly interlinked and show an understanding and development of where their Inclusion Quality Mark Flagship project needs to progress into the future.

Throughout this IQM Flagship Project it was made clear that all classes have one or more children with an Education Health and Care Plan or are classed as 'high needs', where reasonable adjustments are made in order to maintain an inclusive classroom at all times. With that as the context of the academy, it is still clear that the main aim is to develop all children as independent learners.

Children who have an EHCP each have their own individualised timetable which provides them with a clear structure on where they are accessing targeted intervention, where they are still developing independence skills and where they are accessing supported whole class learning. As part of the assessment, it was easy to visualise and



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quantify as planning also indicates staffing ratios and the type of support, so that the children do not become over reliant, working with the same adult as well as the same children. During the assessment it was clear that contact time for all learners also involves learning time with the teacher.

All this, alongside a vision at the start of the academic year where the two SENCOs (Special Educational Needs Coordinator) work with the teaching assistants (TAs) to look at the 'Every Teacher will... SEND document' to clarify core values and expectations. This document is a promise on how to develop our SEND learners across the whole school. Furthermore, the SENCOs complete a practical intervention session where staff were able to see the different interventions in action and how they work – getting practical guidance on things such as precision teaching and strategies involving concrete resources such as numicon.

All staff received a recap and update on SEND procedures which included SEND assessment for pupils working 2 years below age related expectation, by looking at PIVATs; how to use the toolkit and target setting. Although currently children working on the Engagement Model access provision in the Inclusion Hub, all staff received an Introduction to the Engagement Model to enhance their understanding of assessment before PIVATs. This supported teachers with their assessment of children working below Age Related Expectation and built staff confidence in engaging with PIVATs document. Staff explained during the assessment day that they felt supported with their understanding of special needs and many explained that every teacher is a special needs teacher.

This year Greenhill worked as part of an 'Ability Road Show' which included events for all the children within the Harmony Trust Northwest hub. The events were aimed at providing sporting opportunities for children with SEND and/or disabilities. The children took part in a range of activities throughout the mornings. The sessions were very successful, so much so the Local Authority decided to duplicate the idea for all schools within Oldham to provide opportunities for all pupils. Greenhill also took part in the SEND sports' day in Bolton through the IQM programme. This again, was enjoyed by all pupils and staff particularly with children interacting and developing social skills meeting children from outside of the borough, with a range of needs and disabilities.

Leaders focused on the start of this academic year, to use a proportion of assigned Sports Premium budget to purchase new sports equipment for the Inclusion Hub. The equipment provided supports SEND pupils in their PE sessions as well as outdoor play sessions. This has allowed the SEND teacher in the Inclusion hub to develop a progressive PE curriculum for the most complex pupils.

The sports leader for Greenhill has now timetabled in sporting opportunities for the Inclusion Hub which included access to multi-sports sessions with a sporting coach. This adaptation and introduction to the hub timetable has proved to be successful and has allowed development of gross motor skills for learners and has been a key step in the progress of the project objectives.

More progress towards the overall aims of the project has seen pupils in Year 6 given the opportunity to access a residential trip where they take part in activities such as rock climbing, rope swings, caving, canoeing and challenge themselves by choice. Working



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closely with school departments and the providers, the children in the Inclusion Hub were able to attend, through differentiating the activities and following a timetable where the activities the pupils took part in were suitable for their needs. This will now be encouraged every year due to the success it has had.

Social and community change related to the project is also evident with events such 'Chai Morning' that serves for mums/carers and women in the local community. There is now space for fifteen ladies and there is a waiting list for other parents who wish to join. Chai mornings are now successfully advertised through emails and Twitter. A chai morning display has been created and was seen during the assessment as a lovely way to celebrate the successes of the sessions, as well as encouraging a piece of art work commissioned by the Chai group completed in embroidery.

Many members of staff explained that well-being is high on the school agenda, with the trust sports' leader developing a timetable of activities for staff to take part in. With one example tying into the aims of the project being a women's exercise class. This class is well attended by staff at Greenhill and acts as a great outlet for mental and physical health.

Translating this into a culture of leading by example and giving opportunities: there is a regular football club that is held on a Thursday after-school. To encourage more girls to join, a female Teaching Assistant supports the sessions. This has proven to have an impact on the number of girls attending as well as their self-confidence. An increased number of girls will participate in football at playtime where mixed groups play together. This is great progress.

When discussing this project with leaders I am pleased to see the clear progress made and racks of evidence in each specific area and I'm delighted to see the next exciting progression already starting and moving beyond the planning process. It is logical to develop a Trust-wide inclusion model to ensure clarity and fluidity for all practitioners and to aid consistency for all stakeholders. Equally exciting is the desire to further develop the teachers' knowledge and understanding of Dyslexia with ambitions to become a Dyslexia friendly school. Fantastic!

### **Agreed Actions for the Next Steps in the Flagship Project**

**Project Title:** *'Develop, enhance and maximise the teaching experience for all children across the academy through the development of teaching staff and widening the curriculum offer for our most complex children by implementing and adapting to the Harmony Trust Inclusion Model.'*

**Overview:** The aim of this target is to increase awareness of the ever-changing SEND cohort and the different challenges which present, through development and training of staff in order to support children with additional needs. This will be used to aid children with complex needs and Education Health and Care Plans and also children defined as having 'high needs' to access learning through the mainstream classroom, moving to a hybrid learning approach. The aim is to empower teaching staff with the skills to support and enhance the learning opportunities for all children within their



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cohorts, as well as provide experiences that widen the curriculum offer. Greenhill will now adapt the Harmony Trust Inclusion Model, which will involve the development of a Trust SENCO, SEND Specialist Practitioner and SEND specialist TAs.

### **Target 1: 'Enhance staff knowledge and awareness of Dyslexia'**

Leaders have put in place future inset training sessions for all staff to complete Dyslexia training. This will then be followed by a teacher focused staff meeting and then a Teaching Assistant based staff meeting. This will ensure all staff have the Nessy Level 1 and 2 eventually. To begin the process and bespoke provision for the children, staff will then complete a Dyslexia Friendly classroom checklist in order to develop a bank of Dyslexia Friendly teaching toolkit items and resources to use and share across Greenhill and as part of their cluster group. The ultimate objective is to ensure Quality First Teaching in school always includes Dyslexia Friendly pedagogy.

Key to this will be the use of Dyslexia Concerns Assessment to identify needs and targeted areas of need. This will be part of a monitoring and support mechanism and specific interventions for children. This will be reviewed against its progress towards the development of the Dyslexia Friendly School status.

### **Next Steps as Discussed during the Flagship Review**

Leaders highlighted the need for all staff to have a clear understanding of Dyslexia through working on nationally recognised academic modules and ultimately helping to gain Dyslexia Friendly School status. This will aid clarity of assessment and need and help make sure that the children's needs are clearly identified, defined and then that targeted support can be put in place with confidence.

### **Target 2: 'Implement the Harmony Trust Inclusion Model'**

Leaders want to begin and see development of an Inclusion Hub Development SEND practitioner role alongside an interlinked SEND Specialist Teaching Assistant role. This will be created and monitored by the Trust SENCO building a clear and targeted timetable of support which will also include the use of a current Level 2 SEND TA, Level 1 Personal Care Assistant, as well as a Speech and Language Team Teacher and a Play Therapist - all in a triangulated and organised approach. This will help develop resources in the Inclusion Hub, including a new Sensory Room Curriculum which will be designed working in collaboration with the Inclusion Hub to ensure support matches Education and Health and Care Plan outcomes for the children.

### **Next Steps as Discussed during the Flagship Review**

To create an Inclusion Hub based and established SEND practitioner, who then will be used to support the development of all staff and enhance the overall experience for all SEND learners. Staff in the Inclusion Hub are already highly skilled and trained in supporting SEND but this will help improve and support them even more. This will move towards the target of ensuring all needs are met in the Inclusion Hub through a variety of inter-linked services.



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### **Target 3: 'Develop the role of the Trust SENCO'.**

Target 3's focus is to have an overview of whole school SEND provision that is clear, easy to maintain, manage and to understand at a glance. This will be part of a range of working documents that will help develop a clear timetable for specialist support to help all varied SEND learners across the academy. This will crucially include EHCP, High Needs as well as short term or specifically targeted pupils needing support urgently and at the point of need. This role will continue to use specialist knowledge to help pupils and identify targeted interventions for pupils to then close attainment gaps as well as supporting outcomes of EHCPs.

A vital part of this role includes the generation of EHCP submissions for high needs' pupils across the academy who have been highlighted to receive more support. They will also continue to provide and seek out opportunities to deliver training, where required, to enhance and improve staff knowledge and skills to support SEND pupils. This role will also continue to build trust and parental links and support this atmosphere through a Trust wide role. They will continue to develop and enhance the links between other academies and overall ensure the whole school follow clear SEND processes.

### **Next Steps as Discussed during the Flagship Review**

The Trust SENCO is fully established at the academy and is utilising a trust-wide role balancing the demands of resourcing, training and support to best meet the needs of the learners and their families whilst enhancing the offer at Greenhill.



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### Overview

Greenhill Academy stands as a beacon of exemplary leadership and contextual understanding within the educational landscape of Oldham. The academy's commitment to inclusivity is evident in their bespoke Trust targets, specifically tailored to meet the diverse needs of families associated with this school. Notably, a significant percentage of students have Education, Health, and Care Plans and Greenhill Academy has established itself as a trusted and desired place of education within the community.

At the heart of their inclusive approach is the innovative and inspiring Inclusion Hub, a provision that exemplifies the academy's dedication to meeting the needs of all students. The staff's profound understanding of special needs extends beyond the academy's walls, with educators engaging in workshops in other settings. This deep and confident understanding extends to the cultural needs of the families and Greenhill Academy serves as a reliable guide, effectively signposting them to the necessary support.

The academy's hybrid approach, where support is ring-fenced for those who need it the most, underscores their commitment to creating an environment that caters to every student's unique requirements. Even with their confidence and refined methods, Greenhill Academy remains excited and engaged in their ongoing Inclusion Quality Mark Flagship Cluster work, drawing inspiration from other schools and exploring creative outdoor approaches to enhance the educational experience.

Children have a well organised and purposeful learning environment. The assessment tour of Greenhill Academy offered a first-hand glimpse into an educational environment where excellence is not only upheld but seamlessly integrated into every aspect of the school. During the tour, the prefects emerged as perfect hosts, embodying knowledge, preparedness and a remarkable level of politeness. The intentional design of curricular walls, the use of symbols, and the seamless progression between classes reflect a purposeful approach that ensures key information is clear for children. Notably, designated areas with mental health first aiders and scaffolding for modelling work contribute to creating a nurturing and supportive atmosphere.

The integration of bespoke technology, aiding text-to-speech and research, stands out as a testament to Greenhill Academy's commitment to meeting each child's unique needs. The careful induction process of personal tablets has resulted in the smooth and purposeful use of technology tailored to individual requirements. The school's approach to interventions is both strategic and comprehensive, with tracking and management meeting the specific needs of key groups across the school. Importantly this doesn't mean 'volume' it means 'quality' of support. This inclusive strategy factors in deployment, ability, staff skill and optimal space utilisation.

The empowerment of middle leaders to think creatively about timetabling adds another layer of dynamism to the school's organisational structure. The overall clarity of spaces and needs fosters a sense of comfort and safety among the children, who exhibit genuine excitement about learning. The tour highlighted outstanding work in diary writing, drama and science experiments, all characterised by engaged children working on the same subject but tailored precisely to their individual needs. Additionally, mentoring



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rooms, libraries, and shared spaces are utilised to their full potential, facilitated by excellent communication among the staff.

A perfect example of developing lines of communication whilst still implementing new ideas is the Trust Inclusion Lead. She has an awareness and creative approach to her new role and confidence in staff and the incredibly experienced and successful SEND team already in situ. In my meeting with the new Trust Inclusion Lead at Greenhill Academy, a collective and collaborative approach emerged as a central theme in ensuring consistency across special needs' hubs. This leader articulated the importance of looking across both hubs to ensure training aligns with the needs of both, recognising the unique skills and interests of the staff. A key focus was placed on removing stigma through the role of the hubs, where a team with deep knowledge of their schools and teams operates.

The inclusion lead highlighted the growing success of staff surgeries, providing an avenue for staff to review, suggest and develop ideas. This approach not only builds advisory roles for teachers but also fosters a high level of 'buy-in' from the school staff. Notably, suggestions and ideas from these staff surgeries and embedded successful strategies often find their way into local authority meetings, a testament to the quality and evidence base of special needs' support here. These all originate from the Trust, with Greenhill Academy playing a particularly significant role.

The new Inclusion Lead expressed the need to balance sharing work with the those outside the Trust who might require it and maintaining the consistency required daily within Greenhill's setting. Her role is marked by one-to-one meetings aimed at further developing staff, who are regarded as empowered implementers. Processes are streamlined through thoughtful administration and special needs procedures, contributing to an exciting and dynamic period for both her and the special needs' team.

My meeting with the parents was enlightening. They care deeply about the school in an active way, they measure the school against the alternatives, challenge when necessary and vote with their feet. They would not have their children anywhere else! Parents and family members of children at Greenhill Academy expressed deep appreciation for the long-standing trust they have developed in the school staff.

Their acknowledgment extends to the daily communication channels established with the school, fostering a comprehensive understanding of the necessary adaptations for optimal learning. Their shared history and success stories with the school are crucial factors for these parents, solidifying Greenhill Academy as their preferred and first-choice, particularly for meeting the needs of children with additional needs.

The diverse ways in which information is shared, whether online or in written form, based on individual needs, resonates positively with parents. Additionally, the school is perceived as a safe and trusted haven for their children, where praise is effectively communicated, creating a supportive environment.

The bespoke inclusion hub for children with complex needs at Greenhill Academy serves as a commendable model for providing high-level special needs' provision. Within this dedicated space, the Leaders ensure that each child's unique needs are met through ring-fenced support, fostering nurturing relationships with a combination of





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communication support and targeted Education Health and Care Plan objectives. Established routines, ongoing progress assessments and adaptable pathways are implemented to facilitate various ways of accessing the curriculum.

In this hub, a tailored approach is applied, incorporating talk-based, task-based and prioritised support to address the needs of those requiring extra assistance. The emphasis on social needs and self-care reflects in the thriving progress of these children across the entire school, embracing a hybrid approach to learning. Initiatives like staff surgeries play a crucial role in identifying support requirements early and accurately. As the children transition into Key Stage 1, the provision seamlessly evolves, building upon play-based communication learning and individualised support. The school's dedicated SENCo consistently maintains a diligent and kind presence, embodying a supportive and solution-oriented approach that resonates positively with both children and staff.

The Inclusive PE team at Greenhill Academy exemplifies a commitment to diverse and high-quality inclusive sports' initiatives. The school utilises the Harmony Trust curriculum, expanded uniquely to align with Greenhill's goals. The collaborative synergy between the Trust PE lead and the school PE lead allows for tapping into new avenues to support children, spanning those requiring special needs' assistance for EHCP plans to those seeking role models for trying new activities. Specialist coaches contribute their expertise in dance, football and athletics, highlighting Greenhill as a pioneer in fostering staff involvement, confidence and cultivating children's sporting imaginations.

The implementer role assumed by these lead professionals instils passion and excitement for sport as a tool for inclusion throughout the school. Their dedication extends beyond creating sports' champions in terms of skill, emphasising character development and self-belief. Demonstrating a profound understanding of the cultural needs of the community, the team encourages the involvement of key social groups, elucidating the purpose of sport at the audience's level. Their trustworthiness is evident in the careful and inclusive approach, working in tandem with the SENCo to provide tailored support and adapted provisions for those most in need.

Meeting the children of all ages at Greenhill Academy offered a glimpse into a vibrant and confident student group. Their notable enthusiasm for writing, coupled with a genuine love for the craft, resonated strongly. The students displayed a deep understanding and appreciation of the school's reward systems, highlighting their buy-in to the positive culture fostered. Their excitement about attending school and evident school pride underlined a sense of belonging and engagement.

These students demonstrated a keen awareness of various learning adaptations and exhibited confidence in utilising technology to support their educational journey. Engaging in drama activities with peer assistance highlighted not only their willingness to participate but also the collaborative spirit nurtured within the school. They spoke of progress and fun intertwined, emphasising a holistic approach to learning.

The children expressed a profound sense of safety and pride, attributing their feelings to the supportive relationships with both peers and adults. Their pride in the inclusion hub serves as an example to others, illustrating a community ethos where step-by-step



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activities and the understanding of differences contribute to a positive learning environment.

The teachers and phase leads at Greenhill Academy emanate a passion for their subjects and a dedication reflected in their long-standing work at the school. Their commitment extends beyond the conventional, where challenges are transformed into strengths through innovative ideas about planning. Collaborating seamlessly with teaching assistants, they review processes and actively integrate feedback, turning it into actionable steps that enhance their roles as practitioners. This collaborative spirit ensures a dynamic learning environment where each member contributes to the school's ongoing success.

These educators exhibit a profound understanding of the school and Trust structures, participating actively in professional development by both seeking and providing training. Their willingness to share skills in a supportive and inclusive manner underscores a commitment to mutual growth. Focused on closing educational gaps, they approach challenges with creativity and pragmatism, acknowledging the ground-level needs of the children. This shared passion for the school becomes a cornerstone of its success, reinforcing a culture of excellence and collective dedication to fostering an enriching educational experience.

Greenhill is a long standing and valuable Inclusion Quality Mark Flagship School and it is clear to see why. From the Headteacher's initial contact and paperwork submission, it was a pleasure and privilege to see everything which had been put down in writing – in action! Having discussed the progress made since the last IQM review and the school's plans for the future, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time. The next steps in their Flagship journey are suitable, inclusive and necessary.

**Assessor: Mr Matthew Cuss**

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

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