



Assessor's Evaluation for the IQM Flagship Project



School Greenhill Academy
Harmony Street
Oldham
Greater Manchester
OL4 1RR

Head/Principal Mrs Chloe Glynn

IQM Lead Ms Jill Sullivan-Boardman

Date of Review 28th November 2024

Assessor Ms Nichola Russell

IQM Cluster Programme

Cluster Group Northwessians

Ambassador Mr Matthew Cuss

Next Meeting TBC

Cluster Attendance

Term	Date	Attendance
Autumn 2023	4th Dec 2023	Yes
Spring 2024	11th Mar 2024	Yes
Summer 2024	4th July 2024	No
Autumn 2024	13th Nov 2024	No

The Impact of the Cluster Group

Greenhill Academy has participated in 2 of the recent meetings of their Cluster Group, using many of the related training aspects shared within the cluster sessions within their daily routines. The foci of each session is often shared with their own staff and used as valuable CPD opportunities to further develop staff knowledge, understanding and ultimately support all staff in meeting the needs of their diverse and wonderful community, for example:

Since attending a Cluster group in Autumn 2023 focussing on promoting a Rights Respecting environment, Greenhill Academy have evaluated and reviewed their own environment and curriculum offer. This has resulted in leaders and staff recognising and reaffirming that the content and 4 key areas of impact for children of the Rights Respecting Schools programme; wellbeing, participation, relationships and self-esteem are already prioritised and embedded specifically within their Personal, Social, Health Education (PSHE) curriculum whilst also being the golden thread within the vision and values of the academy; 'Believe, Achieve, Succeed'.



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Impact of attendance at a recent Cluster group in Spring 2024 has been highly beneficial resulting in leaders researching the impact of sensory circuits and proprioception activities on enhancing attention, focus and alertness, and the ability to achieve a calm state which will ultimately improve emotional wellbeing and the ability to engage and learn. Leaders are proactive and keen to embrace all opportunities to further support the needs of all learners particularly those with Special Educational Needs and Disabilities (SEND). This is an area that Greenhill Academy are looking to develop further as part of their curriculum for all children with SEND and is an objective within the Inclusion Quality Mark (IQM) overarching project for the forthcoming year.

Evidence

Discussions with:

- Principal and SENCo/IQM Lead regarding review, school context and Action Plan.
- SENCo/IQM Lead regarding current initiatives and priorities for 2024/2025.
- Parents.
- Head Prefect and Deputy Prefect.
- Staff regarding dyslexia phonological awareness.
- Staff regarding interventions (Inference).
- Specialist practitioner for SEND - Inclusion Hub model.
- Leaders regarding flagship target review.

Additional Activities

- Morning welcome.
- Observation of morning gate time greeting children and parent/carers.
- Tour of the school led by the Head Prefect and Deputy Prefect.
- Tour of Early Development Provision.
- Tour of the Inclusion Hub.
- Learning Walk.
- Observation of interventions.
- Reflection and review of documentation to support the IQM Flagship priorities; Vision and Values, Policies, Pupil Premium Strategy and subsequent reviews, PE and Sport Premium, Curriculum Structure, Curriculum Overviews, SEND Information Report, Newsletters and letters to parents, Harmony Pledge, Greenhill Pledge.
- Scrutiny of website, social media.
- Ofsted report.
- DfE compare schools.



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Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on the project focus to '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.' During the IQM (Inclusion Quality Mark) assessment of the school's progress towards completing this project, the impact of the interlinked relationships between access to pertinent continuing professional development (CPD) for all staff, alongside the nurturing, professional approach of leaders towards all staff at every level, combined with the research based evolving of provision and practice within and across the curriculum through implementation of a strategic approach to identifying need and action was clearly evident. Leaders and staff explained the ongoing drive to improve the already exemplary practice at Greenhill further through a range of activities, curriculum adaptations, CPD and using the enthused children and staff to support all areas of learning. They see engagement and enjoyment as having vital impact in improving outcomes in all areas for children with the most complex needs; understanding the physical, linguistic, cognitive, social, and emotional skills that enables successful learning and effective communication in all aspects of the curriculum and beyond.

All staff clearly take their role in encouraging children to be the best version of themselves through delivering inclusive quality first teaching (QFT) including dynamic interventions for all, very seriously. They have been working tirelessly to embed the strategies defined in recent CPD led by the highly qualified specialist teacher for Dyslexia; developing staff knowledge of 'Dyslexia' via the introduction and implementation of Nessy, identifying needs and establishing strategies to support the children who are experiencing difficulties with the expectations of the English curriculum; Reading and Writing. During the training undertaken, staff have had the opportunity to review, evaluate and discuss the whole school provision map which already evidences detailed strategies and support for those finding reading and writing a challenge. In addition, the highly effective Dyslexia friendly checklist and Dyslexia friendly toolkit (also introduced by the specialist teacher for Dyslexia) was celebrated and appreciated, the impact of both being explained explicitly by the Trust SENCo who demonstrated a wealth of knowledge and understanding whilst also ably demonstrating impact via the high quality case study evidence during the visit. Leaders have invested highly in increasing staff knowledge and staff are encouraged to make suggestions which are listened to, heard, and acted upon. This ensures a sense of ownership and of being valued which links directly to the school vision and values which underpins every decision the school makes. The school ensures that their project highlights the views of all stakeholders as these are a vital contribution to every child's achievement. Leaders explained and evidenced that they have taken great steps towards their projects goals and are working hard to maintain this momentum, as outlined in the next steps within this assessment and also through suggestions discussed during the assessment day, for the next year. After analysing data, leaders have identified a need to provide further opportunities for staff to build on the success of the Little Wandle CORE programme. This will be achieved by introducing the Little Wandle rapid catch-up phonics intervention to plug the gaps in children's phonological awareness. In addition, the specialist teacher for Dyslexia has also identified and provided staff with an in-depth framework; 'Phonological awareness intervention' to support children in further



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developing and embedding phonological awareness. This is a priority moving forward and one welcomed by all staff as the benefits have already been clearly recognised and appreciated since implementation this year. Leaders explained that these improvements will continue, and they expect to see an increase in impact in the embedding of inclusive QFT.

The Harmony Trust Inclusion Model is an outstanding model of provision and practice led by highly skilled staff who have a deep-rooted passion and skillset for supporting children with SEND. Leaders and practitioners spoke with great empathy and understanding of the developing provision and journey over time; learning base, Key Stage 1 and Key Stage 2 learning bases, 2 needs-driven bases; 1 supporting and developing the needs of children with complex needs and the other supporting and developing the skills and attributes for children who were more than 2 years behind age related expectation (ARE), who would benefit from a hybrid model of bespoke learning in the learning base alongside social development within their mainstream cohort – the Inclusion Hub as observed today. Leaders have developed a new curriculum which supports the children in meeting their education health and care plan (EHCP) outcomes and allows for copious opportunities to embed learning through teacher focus tasks, whole group activities, independent learning, Literacy, Maths and Topic learning alongside choice time learning as identified consistently on displays and visual timetables. The opportunity to observe the current provision and practice and to discuss future plans to develop the Early Years development hub using the Harmony Trust Inclusion model with the knowledgeable, determined and committed Trust SENCo and SEND Specialist practitioner was inspirational.

The Trust SENCo is completely dedicated to ensuring the needs of all children and families of Greenhill are met. As an experienced and longstanding member of staff (36 years) the deeply rooted love, desire, and utmost professionalism to go above and beyond is recognised by all stakeholders. As identified within the project, the overriding aim of the Trust SENCo is to ultimately have a precise overview of whole school SEND provision, which, as discussed during the visit, is fluid and agile due to a wide range of factors, increasing numbers, increased need, adaptations to provision. The Trust SENCo is resolute in ensuring the children receive their educational entitlement in the widest sense.

All staff demonstrate an unwavering commitment and dedication to the aims of the project and ultimately to the school community. Greenhill Academy continues to promote a positive, resolute attitude towards learning and engages children, parent/carers, and staff in this exciting journey to excellence utilising strategic planning, and the creative ideas of all stakeholders including the IQM cluster group schools. This collaborative approach continues to support early identification and the finding of alternative ways to motivate, encourage and inspire, and in doing so supports all areas of learning. This is unanimously recognised by all parent/carers spoken with during the visit with their pride and support for Greenhill captured beautifully in a number of phrases throughout the day but specifically in the evaluation that; “We are the lucky ones. All our children’s needs are met, and the school and teachers make a difference to our children’s life.”



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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.

At Greenhill Academy, the SEND cohort is forever changing. Year on year different challenges are presented which are overcome primarily through the rigorous CPD offer and the development and training of staff in order to support and meet need. The school, on analysis, is finding that more of the children with complex needs (EHCPs) and high needs accessing learning through mainstream classrooms as they move to a hybrid learning approach within early years. The key aim is to empower all teaching staff with the skills required to support and enhance the learning opportunities for the children with SEND as well as provide experiences that widen their curriculum offer. Alongside this, Greenhill will adapt the Harmony Trust Inclusion Model which will involve the development of a Trust SENCo, SEND Specialist Practitioner and SEND specialist Teaching Assistants.

Target 1: To enhance staff knowledge and awareness of Dyslexia.

Leaders undertake a highly proactive approach to school improvement ensuring that a rigorous cycle of monitoring, evaluation and review identifies any gaps and potential next steps in improving learning opportunities and outcomes for children. On analysis leaders have engaged in open, honest whole school discussions in order to determine the most effective actions in relation to meeting the needs of all children at Greenhill; increasing teacher's knowledge of 'Dyslexia' including the identification of strategies to support children who find Reading and Writing challenging.

Greenhill Academy have utilised the incredible skillset of an experienced teacher who has over many years developed her own knowledge and qualifications in relation to 'Dyslexia.' Using this vast knowledge, the specialist teacher has devised a detailed programme of CPD to be undertaken and accessed by all staff with the aim to increase knowledge and awareness of Dyslexia. The underpinning scheme used is the Nessy programme. During the extensive training undertaken, staff have developed their understanding of how to use the dyslexia friendly checklist and toolkit and how these can be woven into the whole school overarching SEND provision map to further support children identified as requiring additional support in accessing the reading and writing curriculum. This is in addition to strategies and interventions that are already embedded and already having a successful impact on learning.

In addition, continuing on from the success of the Little Wandle CORE phonics scheme, the school has introduced 'Little Wandle Rapid catch up' to provide further support for the children transferring into Year 1 and 2 who may require support to overcome any barriers or challenges in reading and writing. Again, the school took a proactive approach and after a thorough analysis of data, the children were baselined according to their phonological awareness. Should a child be identified as having gaps in their knowledge, 'Little Wandle's Rapid catch up scheme' will be used as a whole school intervention.



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Staff spoken with during the visit, were extremely positive about the quality of the CPD received and the impact this has had on developing both personal knowledge, understanding and skills and also in the consistency of approach across the school.

Next Step:

- To enhance staff knowledge and use of 'Dyslexia checklist' assessments.
- To enhance staff knowledge of strategies to support children who have Reading and Writing difficulties (Dyslexia)
- Staff will access a further in depth CPD offer which will encompass training in using the new amended and updated 'Dyslexia checklist.' Within this training specialist staff will also model how to complete the new checklist in order to support consistency of approach when using and applying the new format.
- To close the gaps in the children's phonological knowledge
- Further CPD will be accessed to ensure that staff have the necessary skills and attributes to lead the phonic catch-up programme to ensure that all children receive the appropriate support for their phonological knowledge development.
- Staff will baseline the children to identify their stage of phonological knowledge and understanding. On analysis of outcomes the children will be grouped according to phase required and taught accordingly.

Target 2: Implement the Harmony Trust Inclusion Model

Leaders and staff are committed to inclusive practice and actively embrace all learners and their families regardless of need. This became clearly evident during discussions with parents/carers who demonstrated their heartfelt gratitude towards the leaders and staff of Greenhill.

Greenhill Academy has a large intake of children with SEND needs that is increasing every year. A learning base was developed originally in 2007 for children who were unable to access the curriculum within their cohort; a bespoke curriculum was required. The number of children requiring the bespoke approach continued to increase with the 1 learning base then becoming 2.

As articulated by the SENCo/IQM Lead and Specialist practitioner for SEND, the learning base was highly effective and enabled children to be reintegrated back into their mainstream classrooms whilst lessening the gap between the children and their peers. The Harmony Trust Inclusion Model was then developed and introduced to support the children with complex SEND needs who were joining Greenhill with. Priority was given to employing a specialist teacher of SEND and a specialist Teaching Assistant of SEND to plan and deliver the Inclusion model curriculum as observed during the visit.



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As was clearly apparent during the visit, the quality and calibre of staff employed within the inclusion hub are highly skilled and trained in supporting SEND. A new curriculum as discussed with the Specialist practitioner was established which ultimately supports the children in meeting their EHCP outcomes and gives time and opportunities to embed learning through independent, focussed and environmental activity whether this be teacher focussed tasks, task box learning aligned to their EHCP targets, whole group activities, Literacy, Maths and Topic learning, choice time learning, sensory room for sensory regulation, sensory circuits or physical brain breaks.

Partnership working with a range of services is also a priority; Specialist teacher and Teaching Assistant and more recently The Harmony Trust SALT team of whom all staff celebrated the impact of their work. The new SALT team are ensuring that the children's environment, language use, strategies and support are all effective for all the learners within the Inclusion hub.

Next Step as discussed during the Flagship Review:

- To support and cater for the needs of the children with SEND (who need different provision from the mainstream classroom)
- To create a similar setting to the Inclusion Hub model to support children in the Early Years phase
- To employ specialist Teacher and Teaching Assistant
- To create a curriculum that meets the needs of the children.
- To support and cater for the needs of all children (and with SEND)
- To ensure that the children reach an optimum level of alertness for learning and participation in daily activities.
- To create sensory circuits to enable children to enhance attention, develop motor skills, reduce anxiety, improve co-ordination, improve behaviour.

Target 3: Develop the role of the Trust SENCo

A wide range of evidence strongly demonstrates the commitment, dedication, and determination of the SENCo in ensuring that children, families, and community have opportunities to engage with partnerships and agencies to support the whole child and whole family, a holistic approach.

The role of SENCo is extremely demanding, yet it became clearly apparent during the visit that the Trust SENCo is highly adept at fulfilling the responsibilities and accountability of the role. During discussions and presentations across the visit, it became clear that the interwoven objectives identified within the overarching Target 3 have been achieved due to the clarity, detail and understanding demonstrated. The SENCo works tirelessly with leaders and staff to ensure children receive their entitlement recognised in the core, underpinning mission statement of the Trust:



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'The Trust is committed to improving outcomes for all pupils through providing an appropriate and high-quality inclusive education to all members of the Academy community.'

'The Trust places inclusion at the heart of all its provision and seeks to develop a range of inclusive services to support learners with specific needs to ensure they are given the opportunity to fulfil their potential now and in the future.'

'The Trust is ambitious for its academies and pupils and believes that with the right support everyone can achieve their best, regardless of their circumstances or background.'

Parents verbalised strongly their gratitude for all the SENCo does whether this be supporting each of them individually or valuing the supportive, flexible, non-judgemental approach of the school.

Next Step:

After engaging in discussions throughout the day it was clear that the SENCo will continue to grow within the role, be proactive and continue to address the needs of the school family and locality.



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Overview

Greenhill Academy is a highly inclusive, larger-than-average primary school in Oldham, Greater Manchester.

The school is part of the Harmony multi-academy trust (MAT).

Greenhill currently has 512 children on roll. The school is proud to provide a 20-place resourced provision with a focus on Speech, Language, and Communication (SLCN) and Autistic Spectrum Disorder (ASD). In addition, the school also provides 8 places in their Early Years Development Hub. A significantly higher-than-national percentage of children are identified as having Special Educational Needs or Disabilities (SEND), with 38 of these children having an Education, Health and Care Plan (EHCP). The proportion of children eligible for pupil premium funding is 30%. The school also supports pupils who are designated as Looked After (8).

From arrival and taking my first step into the school building, meeting leaders, staff, and children, it became clear that the whole school vision underpinned and permeated every aspect of school life.

“Believe. Achieve. Succeed.”

On meeting with the Principal and Trust SENDCo/IQM Coordinator, the passion, enthusiasm, and sheer determination for ensuring that the children and families of Greenhill Academy were central to any and every decision made was strongly demonstrated. It was clear that the Leadership team were willing to do whatever is required to ensure that their community are able to receive the breadth of opportunities needed for each and every member to reach their potential and succeed in the widest sense.

Partnership working was clearly evident from discussions throughout the day and remains critical to the opportunities on offer. Examples of this are the partnership with Oldham Music Service who provide specialist teaching staff to teach high-quality Music lessons covering the breadth of the National Curriculum objectives for Music (as observed during the visit) to every class and Hub each week. The Boomwhacker lesson being taught in the Inclusion Hub was a highlight of my day!

In addition, the partnership with the Trust Speech and Language team in particular was recognised and celebrated for their impact when discussing the introduction of the visual profiles and bespoke targets for each child. All partners are key stakeholders in ensuring a deep and ‘inclusive’ tapestry of opportunity for all.

During this year of the project, progress is clearly evident. A forensic approach led by Leaders and the IQM Leader to identifying long, medium, and short-term aims utilising staff and stakeholder strengths has been pivotal in the transformation to curriculum, provision, CPD opportunities and the increase in staff expertise in delivering bespoke programmes to support and nurture all learners.



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These aspects have been driven by the determined approach of Senior Leaders and SENDCo, however, what must be acknowledged is that the impact has been significant due to the whole staff team recognising and positively embracing the changes, actively engaging with the strategies, training, and opportunities available.

At the start of the school day, I had the pleasure of observing morning gate time. This was a prime example of the caring, respectful ethos, and culture of the school in action. A range of staff welcoming each child and parent/carer by name, providing an informal opportunity to chat, and share events, each demonstrating the trusting relationship between school and home. These exchanges evidenced clearly the warmth of relationships, acceptance, sense of belonging, confidence, and high self-esteem with the exchange underpinned by trust.

Parents/carers also valued this informal opportunity to speak with staff whether this be to update on events, ask questions or for a parent to 'hand over' their child to a member of staff for them to happily escort the child into school with a kind word and a smile. It was an absolute privilege to be invited to observe the powerful interactions between staff and community, demonstrating the depth of knowledge of each family in order to engage in the manner best suited to the circumstances.

The tour of the school/learning walk which followed was led by 2 members of the pupil leadership group: Head Prefect and Deputy Prefect. They spoke with great pride about their roles and the fact they were elected by their peers. They recognised the importance and impact of being the voice of the collective and demonstrated a commitment and determination to promote the positive culture and ethos of the academy.

While undertaking the tour, they spoke confidently of the opportunities available to every child, ably articulating curriculum content within classroom environments and corridor displays. They referenced the importance of the school motto "Believe, Achieve, Succeed" and the impact of the BUCKET list on supporting positive behaviours and attitudes: 'Be honest and respectful', 'Use your manners', 'Can always learn from mistakes', 'Kindness and Care', 'Every day is a fresh start', 'Try your best.'

They spoke of the enrichment opportunities on offer and using a display to add further detail, discussed the forthcoming annual residential to Robinwood. The children were keen to share and discuss the school's performance of King Lear at the recent Children's Shakespeare Festival using a celebratory display to support their words, and to discuss the stunning whole school artwork linked to Black History Month and also of the Women from Greenhill Academy CHAI project 'Togetherness in Oldham.' Both children demonstrated wonderful confidence, pride and joy when speaking of their school – and rightly so.

The learning walk demonstrated how each area of school and space has been utilised to drive the children's engagement and immersion in each area of the curriculum for example, Making Space (Design Technology area), Continuous Provision, displays and working walls inspiring a love of language. This was evident in Early Years with high-quality resources attractively displayed to inspire oracy and language development.



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A language-rich environment with opportunities to practise, rehearse, question, and respond using small world resources, nursery rhymes and songs alongside high-quality teaching of phonics. As evidenced, Little Wandle is proving successful in demonstrating a significant impact in diminishing the gaps observed on entry whilst also inspiring a love of language and reading.

As the learning walk continued it was clearly apparent that each classroom environment and shared space prioritised the support and scaffolding of learning for every child in line with the aim of the IQM project, with displays depicting working walls, communication in print, visual timetables, colourful semantics, key vocabulary, language and texts linked to each year group; Fletcher and the falling leaves, Tree, Ug, Lighthouse Keepers Christmas, Great Green Forest, Wind in the Willows and also bespoke to class; Beetle Boy, Street Child, Goldfish Boy, Boy at the Back of the Class, with reading recovery and accelerated reader also utilised across the school. High expectation, scaffolding, differentiation, success criteria, what a good one looks like (WAGOLL) and challenge across the phases ensure that the needs of all children are prioritised.

What was also apparent and should be celebrated is that classroom learning environments and break-out spaces were unique to each class and cohort, with reasonable adjustments made to ensure each child can engage with their learning, personalised learning stations. The learning mentors' base was a wonderful calm, nurturing and supportive environment for any child accessing this provision. Zones of regulation, restorative conversations, worry monsters, seven rules of life, emotional check-ins, growth mindset and the star jar were all prioritised. An incredible enriching and encouraging learning environment supporting children to achieve and succeed.

Greenhill is proactive in ensuring that every aspect of the school environment supports everyone to feel included, be included and part of the collective.

What an absolute privilege it was to spend time with children in the Inclusion Hub and Early Development Hub. I was fortunate to meet with the Specialist Practitioner for SEND who gave a detailed explanation of the learning environments within the Hub; Sunshine room and Rainbow room and the learning that takes place in each.

For example, in the Sunshine room children access their workstations, task boxes and tuff tray learning utilising the TEACCH Approach using the five principles of structured teaching: the organisation of the physical environment, a predictable sequence of activities, visual schedules, routines and flexibility, work/activity systems, and visually structured activities. The Rainbow room enables children to access sensory circuits, soft play, sensory play, and choices through communication and group learning.

The curriculum offer for children accessing the Hub was explained with each of the 3 areas; Non-subject, Pre-subject and subject-specific learning discussed alongside the assessment tools utilised for each strand; Engagement model, PIVATS, PIVATS/Mainstream Trust assessments. This was a wonderful celebratory discussion highlighting the exemplary provision and practice of the Hub, but also recognising and celebrating the in-depth knowledge and understanding of this particular member of staff in relation to meeting the ever-changing needs of the cohorts.



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The expertise of leaders, SENCo, SEND Specialist Practitioner and staff in establishing such a bespoke and tailored approach to curriculum design and delivery in order to meet the ever-changing needs of the children accessing this provision is exemplary.

The consistency of approach:

- Class visual timetable.
- Personal visual timetable.
- Communication in print.
- Core boards and choice boards.
- Start and finish trays.
- Speech and language profiles/targets (I like..., I communicate., I understand,...)
- Personalised workstations.

All lead to children achieving and succeeding in their tasks and choices.

The varying use of tough trays to either support turn-taking or linked to a topic to support understanding or role-play based upon previous learning evidences highly effective practice.

It was during this session that the most wonderful Boomwhacker performance of Jingle Bells was observed. Truly magical! What is apparent is that there is a conscious decision to include music and song as key drivers for curriculum and learning in both the Inclusion and Early Development Hub and across the whole school. This is outstanding. Being part of the Early Development Hub session and observing the Hello Song followed by the gross motor development song/actions was a joy to see. This was developed further by introducing the boomwhackers in the Inclusion Hub, relaxation music to listen to in nursery, the 'Wriggly Nativity' rehearsal in reception and a variety of songs across Key Stage 2. The children of Greenhill receive a wonderfully enriching arts curriculum.

During the day I had the opportunity to speak with a range of staff. This was a valuable opportunity to hear each speak with such enthusiasm, passion, empathy, and honesty about their roles with children and families and how valued they feel within the school environment. Support staff spoke confidently of the interventions they lead, the positive impact of their CPD programmes on their role and how this transfers to impact individual children and families based upon the IQM project (Dyslexia focus).

The member of staff leading the phonological awareness intervention sessions using the Dyslexia programme Blast Foundations alongside the specific learning difficulty phonological awareness pack and assessment tool spoke with great enthusiasm and clarity evidencing the significant progress being made in the children's workbooks – outstanding progress - which ultimately demonstrates the impact of each strand of the IQM Flagship project. This particular member of staff also articulated the impact of Little Wandle and the effect of introducing Little Wandle Rapid Catch Up in narrowing gaps.



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The inference intervention group was also a delight to observe; the wonderful relationship between teacher and group, and high-quality questioning leading to an in-depth evaluation of responses, justifying answers and recapping of prior learning. Fantastic!

Parents were keen to be involved in articulating their views on the impact the school is having on their children and themselves as parents. They were fulsome in their feedback highlighting relationships and the open, trusting, honest communication as key, which comes full circle back to the positive engagement observed at morning gate time; "It's like a second family", "No one makes you feel like a burden", "they bend over backwards", the teachers listen to us parents", "they help our children grow", "our children are happy and are excited to come to school", "they are safe here", "there's a high level of professionalism".

The final feedback meeting with the Principal, SENCo/IQM Lead and Specialist Practitioner for SEND, furthered my understanding of the clarity they have in relation to their place within their IQM Flagship project. Their detailed knowledge of the locality, community and school family aligned to their deep-rooted determination to meet needs is truly exceptional.

Leaders value school improvement and continually strive for excellence for all. Staff are proactive, keen to share ideas, and undertake high-quality CPD to ensure they have the skills to lead, teach and impact positively on the development of the whole child. This project is perfectly set up to further positively impact the lives of those children and families fortunate to have a place at this highly inclusive, oversubscribed, remarkable school.

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: Nichola Russell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd