



Assessor's Evaluation for the IQM Flagship Project



School Moldgreen Community Primary School
The Avenue
Moldgreen
Huddersfield
HD5 8AE

Head/Principal Mrs Helen Pearson

IQM Lead Mrs Louise Szewczyk

Date of Review 17th January 2024

Assessor Ms Nichola Russell

IQM Cluster Programme

Cluster Group IP NW

Ambassador Ms Sarah Linari

Next Meeting 26th February 2024

Meeting Focus Outwood Academy – Lofthouse Gate

Cluster Attendance

Term	Date	Attendance
Spring 2022	N/A	
Summer 2022	17 th June 2022	Yes
Autumn 2022	14 th October 2022	Yes
Spring 2023	30 th March 2023	Yes
Summer 2023	19 th June 2023	No

The Impact of the Cluster Group

Moldgreen Community Primary School actively participates in the Cluster Group: Inclusion Pioneers 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 staff and used as valuable Continuing Professional Development (CPD) opportunities to further develop staff knowledge and understanding and support all staff in meeting the needs of the diverse and wonderful community of Moldgreen, for example:

- Since attending a Cluster Group focussing on Special Educational Needs and Disabilities (SEND) support (autism focus) and Social, Emotional and Mental Health (SEMH) needs provision, Moldgreen has prioritised the CPD of staff and has since booked Emotional Literacy Support Assistants (ELSA) training intending to further strengthen the pastoral approach to meeting the needs of all children across the school whilst evaluating the impact of emotion coaching to introduce this later.



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- The impact of attendance at a recent Cluster Group, has also resulted in Moldgreen introducing regulation stations in all classrooms ensuring a consistent approach to emotional self-regulation across the school. Pupil voice featured strongly in the introduction of this strategy with each station incorporating calming techniques for the children to access.

Evidence

Discussions with:

- Headteacher and Deputy Headteacher regarding IQM Review and Action Plan.
- Assistant Headteacher and Special Educational Needs and Disabilities Co-ordinator (SENDCo) regarding teaching and learning.
- Teaching Assistants (TAs) regarding work on pastoral elements in school.
- TAs regarding work on oracy.
- Assistant Headteacher (English Lead) and SENDCo regarding Rosenshine Principles and changes to the English curriculum.
- School Council and Wellbeing Champions.
- Deputy Headteacher and SENDCo regarding the impact of participating in IQM Cluster Groups and additional partnerships.
- Deputy Headteacher and SENDCo regarding continued evidence towards the eight IQM elements.
- Parents regarding community links and support from the school and agencies.
- Community Sports Coach from Huddersfield Town Football Club.
- Leaders regarding Flagship target review of the School Development Plan (SDP).

Additional Activities:

- Morning welcome.
- Observation of morning gate time.
- Tour of the school.
- Learning walk.
- Assembly.
- Reflection and review of documentation to support the IQM COE/Flagship priorities; Kirklees Universal Offer of Inclusive High-Quality Teaching Toolkit, audit tool for teacher outcomes, staff meeting handouts, newsletters, a range of photographs celebrating community engagement, pupil applications to become Wellbeing Champions.
- Scrutiny of website, social media and Department of Education (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 of '**Quality First Teaching (QFT) and Oracy**'. During the IQM (Inclusion Quality Mark) assessment of the school's progress towards completing this project, it was evident, that during this first year of a three-year plan, the focus has been on the interlinked relationship between improving oracy, inclusive of vocabulary development and reading within the curriculum through implementation of a strategic approach to identifying need and action. Leaders and staff explained the ongoing drive to improve language acquisition, language development and oracy 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 a vital impact in improving oracy and understanding the physical, linguistic, cognitive, social and emotional skills that enable successful discussion and effective communication in all aspects of the curriculum and beyond.

All staff take their role in encouraging children to be the best version of themselves through delivering inclusive QFT including dynamic interventions for all, very seriously. They have been working tirelessly to embed the strategies defined in recent CPD; Rosenshine Principles, Reasonable Adjustments (Complex Communication and Interaction) and Behaviour for Communication.

Leaders have invested highly in increasing staff knowledge about QFT 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 that underpin every decision the school makes, actions taken and decisions made must impact positively on the school community.

The school is making sure that its 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 project's goals and are working hard to maintain this momentum, as outlined in the next steps within this review and through suggestions discussed during the review day, for the next year. Leaders have identified a need to provide further opportunities for staff to observe each other, engage in learning from each other and further develop the coaching model to support accelerated progress towards meeting the project's aims. This is a priority moving forward and one welcomed by all staff as the benefits have already been 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 and the development of oracy for presentation and clarity of information.

All staff demonstrate an unwavering commitment and dedication to the aims of the project and to the school community. In addition to all staff fully embracing the aims of the project, the school family is aiming to promote extended community and agency links for parents and carers. They hope to provide this by hosting regular drop-in sessions inviting professionals to provide advice and information on relevant topics alongside the delivery of in-house SEND drop-in sessions, with a particular focus on managing stress during holidays using fun and non-threatening activities to achieve maximum involvement.



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Finally, Moldgreen Community Primary School 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, the creative ideas of stakeholders including the high-quality partnerships with Huddersfield Town Football Club (HTFC), community and IQM Cluster Group schools. This collaborative approach will continue to support early identification and involve reluctant learners in finding alternative ways to motivate, encourage and inspire and in doing so will support all areas of learning to, “prepare children at Moldgreen Community Primary School to be well educated, useful, respectful citizens who play a positive role in their communities”.



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Agreed Actions for the Next Steps in the Flagship Project

Project Title:

Quality First Teaching and Oracy.

Context: The project this year and beyond, will develop targets assessed in this section by furthering the progress from the first year of this three-year plan, to encourage and develop oracy through QFT.

Target 1 : To embed effective and inclusive Quality First Teaching.

The Headteacher and Leaders have furthered their commitment to ensuring effective and inclusive Quality First Teaching across the school by introducing the use of the Local Authority (LA) SEND audit tool to identify areas of strength, excellence and areas for development. Every member of staff has had the opportunity to complete the audit with outcomes and data analysed by the Deputy Headteacher which then subsequently feeds into a collective programme of CPD, alongside personalised bespoke programmes of CPD for individuals. Examples include training undertaken on Emotional Literacy Support, Emotion Coaching and Mental Health First Aid, all of which impact positively on the lives of the children of Moldgreen Community Primary, whilst also valuing the skills and qualities of all staff undertaking the CPD who subsequently lead the programmes across school, thus giving a sense of ownership, raised confidence and sense of making a valuable contribution to inclusive teaching and learning.

Effective use of the Education Foundation Toolkit identified the most effective strategies to employ to support inclusive Quality First Teaching. The Assistant Headteacher for English and SENDCo ably discussed and identified improvements made to the English Curriculum due to the introduction of Rosenshine Principles, particularly around theory, effective use of modelling, scaffolding and differentiation and were able to discuss next steps. This is due to rigorous evaluation and triangulation of monitoring, evaluation and review outcomes. Excellent staff training and observations of best practice across the school ensures that staff are confident in employing the ten principles within their daily practice.

Next Step as discussed during the Flagship Review:

Leaders have identified the need to further embed training linked to outcomes of the LA audit thus ensuring a deeper understanding of SEND specialist areas with which to target specific support, Complex Communication and Interaction Team. Alongside the specialist training, in-house training led by the Deputy Headteacher, Assistant Headteacher and SENDCo will focus on the consideration of the most effective use of staff and intervention strategies linked to the Education Endowment Foundation Toolkit and Rosenshine Principles to further support inclusive quality first teaching and inclusive learning environments. The Headteacher and Senior Leaders are committed to prioritising peer-on-peer support in the form of coaching partners which will engage staff in a collaborative learning process. This will allow the opportunity for staff to observe each other, partake in paired observations, discuss and unpick what is working well and why, learn together, identify staff strengths and develop skills to utilise across the school whilst celebrating inclusive quality first teaching. The impact of the newly appointed and trained Wellbeing Champions will also be visible over time.



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Target 2 : To develop oracy skills for presentation and clarity of information.

The impact of the oracy project is visible within curriculum adaptations in English as described by the SENDCo and Assistant Headteacher for English; changes to the chosen phonics programme from a school-based model to Little Wandle in Early Years and Key Stage 1 (KS1), to changes in book choices to those with more powerful themes and challenges. For example in Year 6, there has been a change in text from 'Viking Boy' to 'Boy in the Striped Pyjamas', 'The Explorer' to 'Kensuke's Kingdom'.

Pupil voice has featured strongly in these changes demonstrating that children at Moldgreen have a voice that is heard, valued and acted upon. The adaptations regarding the reading curriculum and the introduction of day one reading following staff meetings are proving successful with children using and applying a broader range of vocabulary in their work, being confident to read aloud with enhanced intonation and understanding of language, and as described by leaders, in the outcomes during book looks and in data drop analysis. Support staff clearly articulated the impact of the oracy interventions being utilised across the school; Talk Boost encourages independence, language acquisition and understanding the meaning of new vocabulary. In addition, Teddy Talk embraces the use of songs, rhymes and text alongside games and activities to develop language and communication. This is celebrated with parents using Tapestry, allowing parents/carers to also share the achievements of their child with the school. The introduction of Emotion Coaching and Emotional Literacy Support provides a personalised approach to ensuring children can self-regulate and understand how to regulate their emotions ensuring they are in a strong position emotionally to access learning.

Next Step as discussed during the Flagship Review:

Leaders are keen to further develop the skills of staff to ensure consistency of approach when developing oracy skills for presentation and clarity of information, hence the focus on introducing a coaching model across the school. This is already in its embryonic stages and will continue to be developed during the year. Emotion Coaching and ELSA training will continue and become more firmly embedded in whole school practice to support children in being able to express themselves through language linked to feelings. Leaders have also prioritised the introduction of Makaton training for all staff. This will be established initially in the Early Years Foundation Stage (EYFS). An audit and evaluation of impact will follow before disseminating throughout the school.

Target 3 : To continue to extend community and agency links for parents.

A wide range of evidence strongly demonstrates the commitment, dedication and determination of leaders and all staff in ensuring that children, families and the community have opportunities to engage with partnerships and agencies to support the whole child and whole family. The school works tirelessly in this area with parents verbalising strongly their gratitude for all the school does, whether this be Christmas hampers, attendance at assemblies, parades or performances, free tickets to Huddersfield Town games, organising visits and trips or supporting each of them individually at meetings. Parents value the supportive, flexible, non-judgemental approach of the school. In particular, the work of the SENDCo was highly regarded.



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Next Step as discussed during the Flagship Review:

Senior Leaders, SENDCo and the Inclusion team are proactive in their approach to further developing, extending and embedding community and agency links for children and families. It is recognised that attendance at some events has been minimal, yet the school is resilient and intent on broadening its offerings to capture the interests of all parents/carers. The school will continue to offer the already embedded high-quality programme of events and support with additional plans to develop SEND coffee and chat drop-in events targeting support during holiday periods and regular drop-ins with professionals invited to share advice and information on relevant topics, for example, dyslexia and autism. On a larger scale, the school is keen to host an event/s where a range of stakeholders will attend to demonstrate and present on the local opportunities available; housing, Street Bikes, Child and Adolescent Mental Health Service (CAMHS), Parents of Children with Additional Needs (PCAN), etc, in addition to also signposting to adult learning (in-house and Northorpe Hall).



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Overview

Moldgreen Community Primary School is a Primary School based in Huddersfield, serving children from three local wards with a range of diverse cultures and needs within the surrounding community.

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.

“At Moldgreen, we encourage care and respect for all through providing a happy, safe inclusive environment where children love learning and thrive”.

On meeting with the Headteacher and Deputy Headteacher/IQM Co-ordinator, the passion, enthusiasm and sheer determination for ensuring that the children and families of Moldgreen were central to any and every decision made was strongly demonstrated. It was clear that the Leadership team is willing to ensure that their community is offered the breadth of opportunities needed for every member to reach their potential in the widest sense. Partnership working was evident and from discussions throughout the day, remains critical to the opportunities on offer, examples being the fantastic work with Huddersfield Town Foundation, Dalton Together and the local church. All partners are key stakeholders in ensuring a deep and rich tapestry of opportunity for all – ALL being the keyword repeated in every discussion and interaction throughout the day.

During this, the first year of the project to encourage and develop oracy through Quality First Teaching, progress is evident. A forensic approach led by the IQM Co-ordinator to identifying long, medium and short-term aims utilising staff and stakeholder strengths has been pivotal in the transformation to curriculum, CPD opportunities and extended community engagement. These aspects have been driven by the determined approach of Senior Leaders and SENDCo; however, 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, share events and banter; “Are you getting married?” directed at a Senior Leader (due to his jacket and tie combination), demonstrating the trusting relationship between child/staff in the knowledge and understanding that this was acceptable to say and that it would be welcomed and reciprocated in the humorous manner in which it was meant. This exchange evidenced the warmth of relationships, acceptance, a 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. A wonderful opportunity to observe the powerful interactions between staff and community, demonstrating the depth of knowledge of each family to engage in the manner best suited to the circumstances.



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The learning walk which followed was an example of how each area, alcove and space has been utilised to drive the children's engagement and immersion in language, oracy and reading. This was evident in Early Years with high-quality resources attractively displayed to inspire oracy and language development mirrored both indoors and out. A language-rich environment with opportunities to practise, rehearse, question and respond using small world resources, nursery rhymes and song alongside high-quality teaching of phonics. As evidenced by the Early Years Leader/SENDCo, Little Wandle is proving successful in demonstrating a significant impact on diminishing the gaps observed on entry whilst also inspiring a love of language and reading.

As the learning walk continued it was apparent that each classroom environment and shared space prioritised oracy in line with the IQM project, with displays depicting working walls, language and texts linked to each year group and bespoke to class, demonstrating progression, high expectation, scaffolding, differentiation and challenge across the phases. Children in Year 6 were keen to display their oracy skills by reading aloud their own written paragraphs linked to work on 'Kensukes Kingdom'. Each child read with confidence, clear and articulate with intonation aligned to character and role, thus demonstrating the positive impact of strategies aligned to the project overall.

What was also apparent and should be celebrated is that learning environments were unique to each class and cohort, with reasonable adjustments made to ensure each child could engage with their learning. This is done with the mindset of making sure everyone is included and feels part of the collective. Regulation Stations feature in every classroom with children able to articulate not only the reason they have been incorporated into classroom practice but how they can be used. These areas are also bespoke, acting upon pupil voice to ensure the areas evolve and continue to meet need; examples being colour monster teddies being used in Early Years and joke books requested in upper KS2 regulation stations. The introduction of the regulation stations also further demonstrates the impact of attendance at the IQM Cluster Group sessions as this was a strategy observed in action and seen to evidence significant improvements in self-regulation and managing of emotions.

It was a privilege to be invited to take part in the assembly of the day; the focus being Martin Luther King Junior and the theme of fairness. This was a fantastic opportunity to reiterate key messages of equality, the school's difference charter and being a Rights Respecting School as noted on the website whilst also offering copious opportunities for children to respond to questions and offer opinions with confidence and clarity. The children demonstrated a deep understanding of protected characteristics in their responses and were respectful in their listening to each other whilst also being enthusiastic and keen to have a voice that was heard.

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, 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 Oracy project. The planning of personalised



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programmes linked to leading the Emotional Literacy Support Assistants (ELSA) programme and Emotion Coaching, encouraging and teaching strategies to support children in having a bank of coping strategies and techniques to begin to self-regulate emotions with the understanding that “it’s ok, not to be ok”. The enthusiasm and clarity with which the member of staff leading Talk Boost spoke about the intervention; modelling language, grammar, introducing vocabulary alongside turn-taking, promoting independence and social etiquette via fun play-based activity coupled with the high-quality leadership of Teddy Talk inspiring a love of language and oracy again evidenced the excellent work being undertaken in Early Years and KS1 driving the expectation around oracy development in KS2 fulfilled all aspects of the IQM oracy project targets. The Assistant Headteacher for English and SENDCo were inspiring in their evaluation of the impact of recent changes to the English curriculum, in particular, the impact of CPD based upon Rosenshine Principles and how the input regarding scaffolding and questioning has been successful in supporting the aims of the project. The opportunity to observe best practice has been impactful whilst also ensuring a consistent approach.

The children I had the pleasure to spend time with were newly trained in their roles as Wellbeing Champions. They were knowledgeable, articulate, enthusiastic and keen to share their journey from initial application to being fully trained and in role. They were superb in demonstrating the values of the school through their role in supporting others. Every child was able to articulate the reason for their application, how they were planning to undertake the role and the benefit they felt their role would bring to individuals, themselves and to the school. As one child confidently explained, “the training has meant that we will make a critical impact”.

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.

- “Staff give their heart and soul”.
- “Amazing, absolutely amazing”.
- “My children love it here”.
- “All teachers are brilliant, so approachable”.
- “The SENDCo is incredible”.
- “They take time to get to know your child”.
- “They find ways to help your child meet their potential”.
- “I feel confident to speak, not hesitant”.
- “Transition from Nursery into Reception is incredible”.

Parents also highlighted the opportunities for children to access and engage beyond the regular curriculum with the school at times responding to local need; knife crime awareness assembly in Year 6, HMP awareness, whilst also providing enrichment opportunities; pantomime, after-school clubs, music lessons (trumpet). One parent, should they move house shortly confirmed wholeheartedly that, “we would travel and stay here as we trust the school”. To conclude, another parent summed up the partnership between school and parents as; “could not ask for a better school or better teachers”.



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Speaking with the Huddersfield Town Community Sports coach was another highlight of the day. The numerous skills, qualities and attributes of the coach are utilised to ensure cross-curricular links are made between physical activity and core subjects; Active English, Active Maths whilst also utilising her skills to lead assemblies; Show Racism the Red Card, Resilience, to lead interventions and to support the Personal, Social, Health Education (PSHE) of specific children via daily check-ins, giving opportunity to talk. Football sessions are encouraged during break and lunch times with girls' football now featuring more prominently with a higher profile. This well-established partnership extends beyond the school terms into the leadership of holiday camps for the children of Moldgreen. Children trust and engage positively in the breadth of this work which further supports leaders and staff in delivering the aims of the Oracy project.

The final feedback meeting with the Deputy Headteacher/IQM Lead and Headteacher furthered my understanding of the clarity they have about their place within their IQM Flagship project. Their detailed knowledge of school improvement targeting oracy and QFT gives children experiences, vital social time and opportunities to listen and be listened to. The established Ifly programme is an excellent example of their commitment and determination to ensure children at Moldgreen have opportunities to explore, investigate and interact with life beyond the school gates. This was beautifully demonstrated within the Ifly display in the school hall. A central space was specifically chosen for such an important display since all children interact with this space and can see the opportunities on offer, become excited and discuss these with their peers. Leaders value school improvement and continually strive for excellence for all. Therefore, 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 tap into further creative ideas and build the love of oracy through QFT, from the classroom/school environment and into the homes of each child and beyond.

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

Assessor: Ms Nichola Russell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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