



## Report on IQM Inclusive School Award



**School Name**            Nettlesworth Primary School

**School Address**        Nettlesworth  
Chester-le-Street  
County Durham  
DH2 3PF

**Head/Principal**        Ms Donna Lee

**IQM Lead**                Ms Donna Lee

**Assessment Date**      19<sup>th</sup> April 2023

**Assessor**                Mrs Gemma Robertson

### Sources of Evidence

- Tour of school
- IQM documents
- Interventions
- Assembly
- Lesson drop ins
- Book looks
- Discussions with Teachers and Teaching Assistants (TAs) to discuss the impact of IQM priorities
- Discussions with pupils
- Discussion with Headteacher
- Meeting with Governors and parents

### Meetings Held with:

- Headteacher
- Teachers including two Early Career Teachers (ECTs)
- Deputy Headteacher
- TAs, including agency staff
- Pupils
- Governors
- Parents



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### Overall Evaluation

Nettlesworth Primary School is a small, family orientated village school. They currently have 113 pupils on roll and an increasing number of those children have Special Educational Needs and Disability (SEND) needs. 14.1% of children are on the SEND register which is above the national average and 10 children have an Education and Health Care Plan (EHCP), for various needs. In September, the school are oversubscribed for Reception, they have a waiting list of 10 children and the cohort of children coming to them (15) include 3 children with EHCPs and two children who are non-verbal. Nettlesworth Primary School has a higher than average number of pupil premium children; 31.8%, which is an increasing percentage, and the school is in the highest 40% of most deprived wards nationally.

As soon as I walked in to Nettlesworth Primary School there was a sense of inclusion. The atmosphere was a calm and happy one and a sense of unity was apparent. From the notice board outside the school, informing families and visitors of events and important information to the inclusive displays around the building.

The school works in partnership with parents to develop a school where every child can succeed. The Headteachers message on the website reinforces this; "no one fails but rather, where every child leaves us having identified a talent, a skill, an intelligence through which they can become whatever they want to be."

Governors are heavily involved in the school and were present for part of the IQM Assessment. Before meeting them, it was obvious that this was the case from the Governor's Notice Board, which is located in a central part of the school.

Every person I spoke to throughout the day spoke of the Nettlesworth family and how every member of staff, every child and every member of the community are valued in the same way. Everyone is proud to be part of the school and understand the value of inclusion. As soon as you step through the door at Nettlesworth Primary School you feel the inclusivity of the school and the warm and welcoming atmosphere.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. I note your intention to pursue this status and that you have already submitted your Agreement to Participate. As you know this will commit the school to annual reviews for the next 3 years.

**Assessor:** Gemma Robertson

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

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



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

#### Nettleworth's Rationale & Vision of the Inclusion Policy:

Nettleworth Primary School aims to enable all children the opportunity to achieve their best academically, emotionally, and socially through:

- Providing high quality learning to enable children to acquire the skills, knowledge, and concepts relevant to their future.

This was evident across the school day. Lessons start at 8.45am, but children begin to arrive from 8.30am and go straight into classes. Some take part in intervention groups such as SAQ (speed, agility, and co-ordination), phonics, which goes from nursery to those children in Key Stage 2 (KS2) who need it and challenge time, others simply come in for some down time and to get settled before the day begins.

- Promoting an ethos of care, mutual respect, and support, where effort is valued, and success celebrated.

The children were extremely polite, respectful, and well behaved. Behaviour was outstanding and the way the children support each other was lovely to see. The ethos of care, mutual respect, and support oozes out of every child and is evident throughout the school.

- Enabling children to become active, responsible, and caring members of the school and wider community.

The children have active roles in school life. The older children take on roles to support the younger children, for example, being reading buddies, Mental Health first aiders, sports leaders etc. The children I spoke to were extremely supportive of each other. The school promotes an environment where children are naturally caring to one another. They are proud of the school and the local community.

When speaking to a group of children from Reception to Year 6, inclusion emanated from them. They told me that they are an inclusive school, they include everyone in whatever they do no matter who they are. They told me about the work they have done around the LGBTQ+ community and told me all about the dance they had recently taken part in at the Gala Theatre where they performed a dance that represented the LGBTQ+ community.

The school works closely with schools in the Local Authority (LA) to support them in developing their own inclusive practice.

The school has developed and continue to develop the school to ensure in every classroom, there are spaces where children can go if they are struggling; be it emotionally or academically. A sensory area has been developed between the Reception and Year 1 classroom which is used effectively. In every classroom there is a reading corner that has a sensory focus. Within the school hall there is sensory support



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with a fantastic reading tree that children can sit inside if they are finding whole school/class events too much.

### Next Steps:

- Continue to support ECT's in supporting children with additional needs as well as challenging those children who are more able.
- The developments you have made to support children with sensory needs is fantastic. Continue to develop this and support children to access the provisions provided.



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### Element 2 – Leadership, Management and Accountability

The Headteacher is dedicated and passionate about the school and the school really is the hub of the community. Because leaders have this ethos, this is disseminated to all staff and it is clear they feel the same and are extremely passionate about the school, the pupils, and the local community. Leaders have a clear and ambitious vision for providing high-quality education to all pupils.

It was evident from speaking to leaders that they aim to ensure that all pupils successfully complete their programmes of study and support is given to staff to make this possible. They have created an inclusive culture and do not allow gaming or off-rolling. Leaders engage effectively with pupils and others in their community, including, when relevant, parents, employers, and local services. Engagement opportunities are focused and purposeful. Leaders engage with their staff and are aware and take account of the main pressures on them. They are realistic and constructive in the way they manage staff, including their workload.

The school is a safe, supportive environment in which to learn and demonstrates an ethos which encourages personal responsibility at all levels. There are numerous instances of effective pupil "voice" and parent/ carers and pupils all feel that school is a safe and happy place in which to learn. Spiritual, Moral, Social and Cultural (SMSC) development and the promotion of fundamental British values supports this well.

Nettlesworth is a UNICEF Rights Respecting School who work effectively through partnership with other schools in order to promote the rights of all children. Much of this work is delivered via pupil involvement in partner schools. The children I spoke to articulate this culture well and all children had a depth of understanding of what it means to be a 'Rights Respecting' school.

The school utilise appropriate support mechanisms such as a School Attendance Team, Early Help Advisors, and other external agencies in order to engage and ensure the best outcomes for vulnerable or difficult to reach families.

Governors are well informed about the school's performance, the quality of teaching and the priorities for improvement. Those responsible for Governance understand their role and carry this out effectively. The school Governors ensure that they have a clear vision and strategy, that resources are managed well and that leaders are held to account for the quality of education.

Subject Leaders ensure that subject requirements are fully covered and are encouraged to innovate and provide memorable experiences. For example, Years 5/6 went to Robinwood Residential and Eden Camp, Years 2/3/4 went to Beamish Museum, Year 1 went to Washington Wildfowl Park and Early Years Foundation Stage (EYFS) went to Adventure Valley. During COVID, experiences were brought to school e.g., Forest School, Adam Bushnell, History Bloke, Science Day, Maths Day etc. The school provides a wide range of extra-curricular activities, and participation is monitored by gender, ethnicity, and vulnerable groups.

#### Next Steps:

- Have you considered the suite of National Professional Qualifications (NPQs) currently on offer for staff?
- Continue to work with other provisions which will give staff access to Continued Professional Development (CPD).



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### Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Nettlesworth’s curriculum respects the local area and the heritage of it. The curriculum centres around the aspiration that all children will aspire to a range of careers and personal interests and the curriculum is designed to ensure that the children gain knowledge and skills across all subjects. This is why their curriculum not only covers the statutory aspects of the National Curriculum, but it also takes into account the areas local mining and Agricultural Heritage.

Pupils are extremely engaged in the curriculum. As I walked around the classrooms, all pupils were on task and engaged in their learning. This was evident in assembly and at breaktime and lunchtime, where the children were actively engaged, and play was supportive and age appropriate.

How is the curriculum adapted to meet the needs of all learners?

Each child has an individual pack that they can access in every lesson. The pack is bespoke to them and contains things that will support and challenge them in each lesson, for example, overlays, phonics sounds, vocabulary to support different subject areas and so on.

In every classroom I visited, every member of staff adapted their teaching to support and/or challenge each child. The staff know the children extremely well and know what works and what does not work – meeting the needs of every individual learner. The curriculum is successfully adapted, designed, and developed to be ambitious and meet the needs of pupils with SEND and disabilities, developing their knowledge, skills, and abilities to apply what they know and can do with increasing fluency and independence.

The Four Cornerstones of Learning was evident in every classroom I visited. They provide the structure on which to build the curriculum. All children were engaged, were developing their skills and knowledge, were being offered creative experiences through innovation and were given time to reflect.

Through the curriculum children collaborate and develop social skills both indoors and out. The way the curriculum is designed ensures that the needs of individual and small groups of children can be met within the classroom environment.

Children have opportunities to share their learning with each other, their parents and carers and other learners through school-based and external exhibitions, performances, competitions, and events involving other schools. Developing their independence and motivation as learners and their sense of responsibility as future citizens is at the heart of the teaching and learning that takes place at the school.

#### Next Steps:

- Ensure that each curriculum subject is coherently planned and sequenced to ensure that pupils are challenged and supported.
- Make sure that assessments are used purposefully to close gaps and accelerate progress.



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### **Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy**

The learning environment supports learners to excel. In every classroom displays offer support, book corners are accessible and encourage a love of reading and sensory areas support children with their sensory seeking needs. Challenge areas appear in every classroom and children are trained to access these effectively.

Staff know every individual child's needs, and this is not just class teachers knowing their class, this is every member of staff knowing all of the children across the school.

Teaching and learning are engaging, and children are active learners. The classroom environment and teaching allow children to be both supported and challenged at the same time.

Personalised learning is of vital importance to teacher's high expectations for every learner. A range of challenging, differentiated, learning and teaching strategies are used in the classroom and are evident in planning. The school has developed a range of methods to find out what works best in the classroom and share this within the school, with other colleagues and other schools.

Everyone I spoke to, including professionals, who were visiting children on the day, expressed how Nettlesworth staff go above and beyond for the children and an Occupational Therapist said, "they go beyond inclusion, the school is an amazing place, and we recommend it to everyone."

A Forest School classroom has been created in the local area which the children access and leaders continue to improve the outdoor area in the school grounds for children to have improved access to outdoor learning.

#### **Next Steps:**

- Further enhance the outdoor/indoor sensory areas



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### Element 5 - Assessment

Staff use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. There is a clear programme and methodology for tracking learners' on-going progress.

Children peer, self-assess and understand how to improve. They know where they are working and what they need to do to improve further. Learners are actively encouraged to support each other in the learning process, for example, talk partners and peer learning.

The learning environment supports a growth mindset culture that uses effective feedback to allow learners to take the next steps in their learning journey.

#### Next Steps:

- Assemblies are very collaborative at Nettlesworth, the school now want children to be more involved in arranging and delivering whole-school assemblies.





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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

From what I observed on the Assessment Day, behaviour and attitudes to learning are outstanding at Nettlesworth. The children are respectful, polite, and extremely well behaved. Of course, there are children with needs that means there are behaviour challenges at times, but these are dealt with effectively and the children with specific SEND needs are supported superbly to be able to manage their challenges and to regulate.

I believe that children's attitude to learning and behaviour is outstanding due to the school's ethos and their commitment to being a UNICEF Rights Respecting Gold Ambassador School. The children I spoke to from Reception to Year 6 were an absolute delight and spoke articulately about being a Rights Respecting School and what it means and how being inclusive is very important to them. There is a high level of pupil voice at the school and the children actively participate in becoming and being global citizens.

The school continues to be an accredited National Association for Able Children in Education (NACE) Challenge Award. "The continued inspirational leadership of the Headteacher sets the tone for the whole-school community in terms of ambition for the pupils. The school has responded to the pandemic with determination and creativity and has gone 'above and beyond' in its support for the families it serves. Staff sees themselves as working at 'a working-class village school that we are all proud of.' Pupils are equally proud of their school." This was evident across the Assessment Day. Children are challenged and staff, children and families alike are proud to be part of the school.

Of all the people I spoke to throughout the day, including children and parents, all described the school as one big family, this is certainly the impression I got. This ethos means that children love school and love to learn which has a positive impact on behaviour and children's personal development.

The school offer a range of trips, visits and after school clubs. All children can access these, and they change regularly. Visitors also attend the school, for example, this half term, they have a local author and a local illustrator visit the school to speak to all of the children. Transition plans are in place at both ends of a child's school career, Nursery/Pre-school into Foundation Stage and primary to secondary transition. The school also sees the importance of in-school transition. At each point children with SEND/individual learning needs are considered more closely where transition arrangements are tailored to their needs.

Those children who are not on track all have appropriate interventions in place to support their learning and get them back on track with their peers. These interventions are well established and target all areas of the curriculum, for example, Daily Read Write Inc. phonics sessions, 1:1 Read Write Inc. Tutoring, 1:1 Reading, Ten Town Maths, Dough Disco fine motor skills and many more. There are also individual programmes in place for children who have specific speech and language recommendations. All (EHCPs) are timetabled carefully to meet the additional needs of the children.

#### Next Steps:

- Seek pupil voice around trips, visits and residential.



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### Element 7 - Parents, Carers, Guardians

It is very clear that Nettlesworth Primary School is a community school, who values its parents and carers as much as it values its pupils. Communication links with families are good and the parents I spoke to confirmed this. Staff are visible and accessible, without it being too onerous for them. Families feel supported and know that they can contact the school with a query, worry or problem and the school will support them without question.

All parents I spoke to, said that their child/ren are happy at school and feel safe. This is supported by the recent parent questionnaire where 100% of families stated that their child is happy at school and likes being at school.

There are many ways that families are kept informed, for example, email, text message, phone calls, newsletters, class dojo and the open-door policy the school is committed to. Staff engage with parents, carers and guardians ensuring that all communication is easily understood. This promotes positive relationships with parents to support learning. Parents, carers, and guardians have confidence in the school. They trust leaders and feel included and informed about their child's education.

Parent workshops support key areas of the curriculum including literacy, numeracy, and the social and emotional wellbeing of their child.

#### Next Steps:

- Maintain strong relationships with parents/carers.
- Continue to develop the suite of workshops on offer for families.
- Continue to develop opportunities for families to attend school to celebrate their child's learning.



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### Element 8 - Links with Local, Wider and Global Community

The school is the hub of the community and is very much an integral part of the small community it serves. Leaders and staff understand the importance of community links and are proud to serve the community. The school is held in high regard within the local community and even those families whose children do not attend Nettlesworth, will ring the school to ask for advice regarding a SEND query.

The school collaboratively work with a whole host of outside providers, including, schools, colleges, partnerships, business services, Universities and outside agencies who provide support for those children with SEND. They are part of networks that support teachers to develop in their subject or area of expertise and staff are encouraged to seek CPD opportunities that take them out of school.

The school has developed a range of learning networks and collaborations with other schools to meet the needs of pupils. They are also proactive in seeking community partnerships to support the needs of learners and tackle underachievement. There are clear links with other children's services to ensure that there is integrated support for pupils, and in particular for vulnerable pupils.

The school has close links with Durham, Northumbria, and Sunderland University where students are offered placements. The Headteacher works with Durham LA promoting inclusion and offering CPD opportunities. She is currently working with the SEND and medical team on top up funding band descriptors. In addition to this, she writes articles and speaks at conferences on Government Events on aspects of inclusion.

Through the curriculum, children are encouraged to be global citizens and are given the opportunity to look at diversity, which includes diverse communities across the world. Children are taught the "Convention on the Rights of a Child" and the older children I spoke to describe these confidently telling me how they link to their learning in all subjects.

#### Next Steps:

- Consider how you can make further links to the global community.
- Continue to network with similar schools and begin to develop and collect comparative data to moderate the identification and performance of pupils.