



Assessor's Evaluation for the IQM CoE Award



School Name Nettlesworth Primary School
Nettlesworth
Chester-le-Street
County Durham
DH2 3PF

Head/Principal Ms Donna Lee

IQM Lead Ms Donna Lee

Date of Review 19th April 2024

Assessor Ms Gemma Robertson

IQM Cluster Programme

Cluster Group Trail Blazers

Ambassador Emily Carr

Next Meeting 24th June 2024

Meeting Focus TBC

Cluster Attendance

Term	Date	Attendance
Summer 2023	26th June 2023	Yes
Autumn 2023	9th October 2023	Yes
Spring 2024	3 rd May 2024	Yes
Summer 2024	24th June 2024	

The Impact of the Cluster Group

The school attends all the cluster meetings and Donna talked of the positive impact they have had on her own practice. We discussed how the cluster meetings give her the chance to network with other IQM schools, take strategies and ideas and make connections with staff in different settings whom she can reach out to beyond the meetings if she needs to.



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Evidence

Meetings with the following people:

- Headteacher
- Teaching Assistant taking a lead on mental health first aid.
- Teaching Assistant who is trained in and delivers Emotional Literacy Support Assistants (ELSA) mental health and bereavement support.
- PE (Physical Education) Lead
- Deputy Headteacher
- Discussion with Governors

Additional Activities

- Lesson Visits
- Pupil Voice

Summary of Targets from 2022-2023

Target 1:

Implement 'We Eat Elephants' across the whole school to support with effective character development and emotional literacy for all children.

'We Eat Elephants' focuses on children's emotional literacy and introduces cognitive behavioural therapy principles including thinking-feeling connection and problem solving. The children who have been referred to work through the course are supported to identify emotions and consider helpful and unhelpful thoughts and behaviours. There is a practitioner who comes into the school to lead on this, and the school has developed a good relationship with her and her team, who attend parents' evenings and other events to hand leaflets out and answer any questions families may have.

The Mental Health First Aider has trained KS2 pupils to be Mental Health First Aider. All children know who they are and know their role. The children learn about the pyramids of needs, take part in listening games, drawing games to get them to understand their own and other's mental health. The mental health first aiders know that if they see anyone unhappy or sad they can help them by having a chat. They know that if they cannot help them, they need to hand it over to an adult.

The school has an ELSA trained practitioner who works with pupils to give mental health and bereavement support. Parents are kept informed, and their voice is given and listened to. Feedback from staff, pupils and parents has been positive.

The UNCRC Articles are updated and are well used by both staff and children alike. In class and around the school, children demonstrate their Leadership, Organisation, Resilience, Independence, and Communication and talk confidently of these things. Pupil, parent, and staff questionnaires demonstrate that children and staff's wellbeing and resilience in school is positive.

Next Steps:

- Implementation of 'We Eat Elephants' across the whole school to support with effective character development and emotional literacy for all children continues an annual basis.
- The development of Friends Resilience programme. This started in January 2024 with pupils who have been referred due to low level anxiety and self-esteem, but it needs to be given time to be developed and fully implemented.

Target 2:

To further increase the range of enrichment opportunities (physical activity, creative and nature-based opportunities), which enhance children's wellbeing.

The school has worked hard to develop its enrichment opportunity offer. Children have roles and responsibilities and are given a voice, for example, PE Ambassadors are told how much money the school has in the Sports Premium, and they decide what they would like to do with it through collective voting and so they know what money is being used for.



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This academic year the school was re-accredited for the Association for Physical Education (AfPE) quality mark where they gained a distinction. This is clearly down to the level of focus given to this area, the level of engagement the school has in Local Authority events and the responsibilities given to the pupils. PE is extremely inclusive; everyone takes part, no matter what their ability and adaptations are made where needed.

Being part of the PE team at Nettlesworth does not come down to your sporting ability; pupils are selected for various reasons such as, needing a boost to their self-esteem, children who need to be more active etc. Pupils can be playground friends in Key Stage (KS)1, Sports Leaders in KS2 or be part of the Socks-Crew. The Socks-Crew are made up of KS2 children who take control of the administration side of PE, for example, writing letters, advertising events and so on.

The school has continued to develop the school grounds to provide further opportunities for Forest School teaching across the curriculum. Initially, Forest School was delivered in KS1 only, but now this has rolled out, very successfully, to KS2. The pupils I spoke to spoke excitedly about the opportunities Forest School offers and this is clearly having a positive impact on children's mental health and wellbeing. To facilitate this growth in delivery, more staff have been trained as Forest School practitioners.

The school continues to work with external agencies, such as, Sacriston Youth Project and NHS Mental Health Team, who support them with their pastoral/wellbeing provision at limited or no additional cost. The connections the school makes to outside agencies and their local community are a real strength.

Next Steps:

- The school is now working with Northumbria University and mentoring teaching students who want to specialise in PE, this will continue to grow and develop.
- The school is working with Sacriston Youth Project to help develop their Forest School Provision to extend the OOSLH offer.

Target 3:

Difference is valued and nurtured whilst commonalities are identified and celebrated.

The curriculum provides children with experiences of the wider world to help them to understand their school context and the local community, the world they are in and their place within it.

Global Learning continues to be developed exceptionally well within the whole school setting re-accreditation of Fairtrade Achiever School Award and implementation of recommendations. All Subject Leaders ensure that global and local perspectives are included within the curriculum and children have a deep knowledge of Global Learning. When I spoke to a group of pupils from Year 1 to Year 6, they all spoke articulately about Global Learning and what it means to be a global citizen.

Not only does the school have a whole-school enrichment offer, but it has also developed a Special Education Needs and Disabilities (SEND) enrichment offer that identifies opportunities across the county and beyond.



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Pupils are encouraged to actively participate in all aspects of school life and there is ample opportunity for them to do so.

Nettlesworth celebrates and nurtures differences and commonalities alike. This was not only evident from speaking with staff and conducting lesson visits, but from pupil voice. Pupils understand what inclusion is and celebrate this. They understand that everyone is different and while some people may have commonalities, others may not, and this is a positive thing.

Next Steps:

- Continue to collate evidence for Fairtrade Achiever renewal in 2 years' time.
- The school has just become a Climate School and has a focus group which continues to drive global learning. This needs to be monitored for successful implementation.

Target 4:

Continue to develop a strong focus on attendance and punctuality and create a culture where children show they have the skills to face difficulties with confidence.

Attendance at the school is excellent at 96% which is above the national average, a lot of this is down to the excellent communication the school has with its families. If a child is not in school and they know it is not due to sickness, the Headteacher will call families, do home visits, showing the families that the school is there to support them and will help break down any barriers there may be.

Staff at Nettlesworth know that attendance is everyone's concern, not just the Headteacher's. At parents' evening, teachers discuss attendance with parents and carers if there is an issue. This reinforces to families that everyone is on the same page and a consistent message is always delivered.

The pupils know and understand how important it is to be in school and on time through the 'Rights Respecting' programme, pupils know that they have a right to an education and understand that for this to happen they need to be in school and punctual. During the pupil voice activity, one child said,

"Attendance is important. If you are not in school, you will not learn as much and you will not get as good of a job if you are not coming to school, it will hurt you down the line." Another child said, "Being on time is important. If you are late, you might miss a lesson or an important message at the beginning of the day."

The children at Nettlesworth enjoy school and this is enhanced further by the Cornerstones Curriculum where each topic has an engagement stage and a celebration. Children have access to trips out of school and visitors into school to enhance the curriculum and really bring learning to life.

Next Steps:

- Continue the work that is done with parents/carers to ensure that attendance figures are maintained at above national average.
- Continue to develop a strong focus on attendance and punctuality.



Agreed Targets for 2023-2024

Target 1

To take part in a pilot programme partnership with North East Local Enterprise Partnership (NELEP) to strengthen careers guidance for pupils and help open their eyes to the range of possibilities their futures hold.

Comments

The school has begun discussions with its pupils on careers, for example, in one of the corridors, there is a display board with pictures of children holding a board with their career aspiration. These photos are taken when the children are in reception class and the idea is that they will be revisited each year to see if aspirations change.

The school is in a deprived area and career aspirations for the children are not as high as the school would like which is why they want a push on this. Getting funding to take part in the North East Local Enterprise Partnership programme will support this development and open opportunities for the school, its staff and its children that would not be available without taking part.

Target 2

To further the wellbeing for all parts of the school community, including consideration of workload.

Comments

Although Nettlesworth already does a great deal to support children's mental health and wellbeing, they want to do more and look at what they can do to further support staff and parents. The school wants to look at strategies they can use in the day-to-day life of the school to support children's health and wellbeing rather than relying on specific interventions or therapy sessions that can only accommodate a small number of children at one time.

This target will also allow the school to focus on how it can support the whole school community, including staff and parents. Because the school is the hub of the community, parents feel comfortable here so exploring opportunities to support parents in school will be invaluable.

Target 3

To continue to provide more opportunities for access to formal qualification and accreditation routes across all staff groups.

Comments

Currently, a few members of staff are completing one of the National Professional Qualifications (NPQs). Through performance management, additional staff will be identified to ensure a high level of Continuing Personal Development (CPD) and continuous development opportunities. Early Career Teachers (ECTs) who have completed their 2-year programme will continue to be supported through coaching. The CPD offer for staff will be planned so it is bespoke and fits the needs of staff and the school's development plan.



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Target 4

To develop sensory areas in each classroom for children to go to when they need space to regulate.

Comments

There is a sensory space in between the reception and KS1 classroom that children can access when they need time to regulate. However, these children will be moving to a different Key Stage in September, so it is important that there is a sensory space for them to access as they move into Key Stage 2. Now, there are areas in each classroom with sensory toys for pupils to use if they need it but these areas will be developed so they are more in line with what is accessible for the youngest children of the school.



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Overview

Nettlesworth Primary School is a happy, inclusive school where all children are treated as individuals by all staff. Each child is at the centre of everything the staff do at the school, and this was evident from the minute I walked through the school gate. Pupils feel safe, settled, and ready to learn. Classrooms and corridors are vibrantly displayed, reflecting the rich experiences on offer to all pupils.

Staff have high expectations for all children which is clear when speaking to staff and children and from lesson visits. Children are polite and respectful and follow the school's values impeccably. Children with SEND are supported effectively and this is at the heart of everything they do at Nettlesworth. The school had Ofsted in July 2023 and the Inspectors noted, 'Pupils with special educational needs and/or disabilities (SEND) are fully included in the life of the school. Their needs are identified quickly. Leaders do all they can to ensure they receive the right support and intervention. Staff make curriculum adaptations so they can learn alongside their peers.'

Staff and Governors are proud to be part of the school and speak highly of the school's many achievements. The Governors are now part of the Parent Teacher Association (PTA) and this is working well with the many fundraising events they have already held. Fundraising events, for example, the summer fayre, are not just for those who attend the school but for the whole community. Governors monitor the school curriculum well, attending school for learning walks in the subject they take ownership of. They hold leaders to account and speak in detail about the school's values, vision, and inclusivity.

Aspirations are something the school is having a push on currently. They are part of the 'Start Small Dream Big' programme whose key aims are to increase awareness amongst young people of jobs and career pathways available, underpinned by an emerging understanding of the link between education and the world of work. The children at Nettlesworth are inspired by this programme and those that I spoke to spoke about positive role models from a range of industries and sectors. The children linked their learning to future jobs and careers, and it was clear just how inspired they are about this topic. This is something that is important in any primary school but particularly at Nettlesworth who serve a deprived community.

The staff at Nettlesworth go above and beyond for their pupils and nurture is truly at the heart of everything they do. All staff know each child well and know how to support them. It does not matter whether a member of staff teaches the child or not, staff are there for every child in the school. This is driven by the Headteacher, who leads by example in her approach to inclusion, her door is always open for any child or member of staff and she puts their needs before anything else.

Parents and carers have a very positive view of the school and links between school and home are strong. The school has many events that families take part in and communication with families is outstanding. The school goes above and beyond to support families. Staff know their families' needs just as much as they know individual children's needs.



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Mental health and wellbeing is taken seriously at the school. This includes children, staff, and families. The school takes time to educate all on the subject; holding parents' meetings about anxiety led by an Education Mental Health Practitioner to support families in being able to support their children who may be suffering from anxiety and/or thoughts of fear and worry. The school has a detailed 'Emotional Health and Wellbeing Policy,' that aims to ensure all pupils and staff are 'happier and more motivated... who get more out of life, teaching and learning.' The Headteacher has completed Mental Health Awareness training and Senior Mental Health Lead training which is clearly having an impact on children, staff, and families as she is leading by example, disseminating her knowledge to all through training, workshops, and the curriculum. Staff are overwhelmingly positive about working at Nettlesworth.

Behaviour at Nettlesworth is impeccable in the classroom and at play time and lunch time. A great deal of this is down to the school's commitment to being a Rights Respecting School. This is embedded across the school in every classroom. The staff talk to the children about the reasons behind behaviours rather than simply telling them to do something which is very impactful. The children have responsibilities across the school, for example, art ambassadors, science ambassadors and so on. With this comes the responsibility of teaching lessons, looking after equipment, presenting, talking to visitors. The school recognises that all children have a talent and celebrates this, 'all children are special and unique.'

All staff are extremely knowledgeable about everything that is happening in school. The school goes above and beyond for its pupils, always reflecting and looking for the best way to support them. This may be an in-school, class-based intervention or something that is delivered by an outside agency.

The school is a community school. It has links with the local community from local shops and restaurants to the church and community centre. The school feels like the hub of the community and because all the children at Nettlesworth are so inclusive and promote the school's values so effectively, the community sees this even when the children are not at school.

I spoke to a group of pupils who are the Rights Respecting Champions who all spoke about their love of the school. Inclusivity is so embedded at Nettlesworth that the children do not talk of it as if it is something out of the ordinary; it is simply something that happens at the school and that every child promotes and believes in. They also spoke eloquently about mental health first aiders and the many roles and responsibilities the children have including art ambassadors, science ambassadors and sports leaders. From speaking to the children, it is clear to see just how many opportunities the children are given and that all children are given equal opportunities. One child was keen to tell me that all children can do a role, the teachers make sure everyone is given the same opportunities, "we are a very inclusive school."

Because the school is so inclusive there is a high level of need across the school; families want to send their children here. The staff manage the different levels of need extremely well which means that every child, no matter their ability, is supported and challenged in equal measure. Inclusivity is evident everywhere in school; from the sensory areas in each classroom to the way the children treat and respect each other to the displays. The staff are lucky to teach such wonderful young people and the children are lucky to have such wonderful adults teaching them who strive to make each day at Nettlesworth better than the one before.



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I am firmly of the opinion that Nettlesworth Primary School fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status

Assessor Ms 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