



## Assessor's Evaluation for the IQM CoE Award



**School Name** Green Ridge Primary Academy  
 President Road  
 Berryfields  
 Aylesbury  
 Buckinghamshire  
 HP18 0YA

**Head/Principal** Mr Aaron Wanford

**IQM Lead** Miss Vicki Gardiner

**Date of Review** 8th July 2024

**Assessor** Ms Kasia Fejcher-Akhtar

### **IQM Cluster Programme**

**Cluster Group** Inclusion Champions B

**Ambassador** Ralph Silverman

**Next Meeting** 9th October 2024

**Meeting Focus** TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Autumn 2022</b>	14th October 2022	Yes
<b>Spring 2023</b>	15th March 2024	Yes
<b>Summer 2023</b>	23rd June 2023	No
<b>Autumn 2023</b>	6th October 2023	Yes
<b>Spring 2024</b>	15th March 2024	No
<b>Summer 2024</b>	21st June 2024	Rescheduled to 9 <sup>th</sup> October

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

06.10.2023 Vaughan School

The Director of Inclusion attended the cluster meeting at Vaughan School, which offered presentations about therapeutic approaches to behaviour and support in the classroom. There were opportunities to see different levels of support and how they celebrate successes with behaviour and attendance. It was helpful to see how they engaged families with support in the school and how they invited them in to engage with learning in the classroom. The Director of Inclusion took the following ideas to explore in Green Ridge Primary Academy: to introduce Playfulness, Acceptance, Curiosity and Empathy (PACE) boxes for supporting behaviour in a therapeutic way and to consider how they use their pupils' leadership team, for example, Eco team.



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### **Evidence**

- IQM Centre of Self-Evaluation Document.
- School website.
- Visitor Guide for Safeguarding.
- Safeguarding Information Board.
- Special Education Needs and Disabilities (SEND) Policy.
- Special Education Needs (SEN) Information Report
- A wide range of displays and internal information.
- Library.
- Resources and pupils' work observed during the school tour.

### **Meetings held with:**

- Meeting with IQM Lead and Headteacher.
- Meeting with staff.
- Meeting with pupils.
- Observation and casual conversations with staff and pupils during the tour.
- Informal observation before entering school.



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### Agreed Targets for 2023-2024.

#### Target 1: Quality of Education.

**To fully embed the new phonics system within the Early Years Foundation Stage (EYFS) and Key Stage 1 to ensure that all children are accessing and receiving high-quality phonics sessions and that they are receiving catch-up interventions when necessary. For the sessions to be inclusive for all children, they are all taught in the same classroom and not split into ability groups.**

The school invested in a new phonics programme called Little Wandle to offer high-quality phonic sessions with fewer adults needed to deliver the programme. The leaders researched the suitability of the scheme and selected it for its inbuilt SEN programme, books reinforcing phonics learnt, spelling programme and assessments including fluency assessment. The Little Wandle covers all the needs of this school's learners and thus provides for all at Green Ridge Primary Academy.

In line with the school's working culture, the phonics scheme has been discussed and approved by staff as the best choice and consequently embraced by teachers with conviction. It was introduced in summer 2022/23 in a team-teach-support manner, which increased staff confidence in teaching and led to good outcomes for pupils from the onset.

Frequent assessments and Pupil Progress Meetings as well as pupils' books "show that there is progress being made with children's phonic knowledge."

There is a wider implication of successful teaching on phonics on raising standards in reading overall and shaping the culture of reading for pleasure. The school has taken on itself, almost entirely, the responsibility for developing pupils' fluent reading in response to patchy parents' input. This has not stopped the leaders to continue engaging parents in their children's education and, in this case by offering an introduction to Little Wandle in their regular 'Stay and Learn' sessions and focused workshops.

One of the new features of involving children directly in reading adopted by the school is enabling the pupils to scan a book they come across and request the school to buy. This is always met with approval and the school does not hesitate to buy second-hand books to foster a love of reading without unnecessary financial burden.

#### Target 2: Leadership and Management.

**To fully develop all new leaders in the school to ensure that they are supporting the children and staff members in their phase to help them make progress and gain the support they require.**

Following the leadership restructure, the school appointed four Assistant Headteachers to oversee different phases that they are directly accountable for. As with everything in Green Ridge Primary Academy, a lot of thinking and planning happened before the appointments, so the candidates knew exactly of the expectations and responsibilities they were taking on themselves.



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Once the decision had been made, leadership ensured that the new leaders had everything in place to succeed in their roles. They have a buddy system and regular check-ins by the Senior Leadership Team to ensure they are feeling supported. The weekly bulletin in phases was introduced to share information and enable effective communication flow across the year. The Director of Inclusion works very closely with the new Assistant Headteacher guaranteeing their thorough knowledge of Special Education Needs and Disabilities (SEND) and English as an Additional Language (EAL) pupils and their behaviour needs. The leaders have presented a newly appointed staff with a framework to help them with an effective start in their role and continued support through the year. There are many supporting mechanisms in place to settle the staff into the culture of the school and develop them professionally.

Though the emphasis had been on the Assistant Headteacher allocated phases in the first year, the attention has been paid to the subject areas too. The Faculty Team discussed progress in subject areas so that the subject leaders, “could confidently say that the children were making the relevant progress” across the school. It is to the Director of Inclusion’s credit, through her collaborative work with other Senior Leadership Team members, that her championing of inclusive practice is effective and measured in positive outcomes for pupils and adults,

### **Target 3: Attendance.**

**To improve attendance across the school specifically with children whose attendance is below 92%. To work with the families who are struggling to further ensure they are getting the support they need to improve their child’s attendance.**

The school has a comprehensive attendance tracking and monitoring system and they were able to produce the figures instantly, at request. They have the ambition to achieve 97% attendance by inspiring the pupils and working with families to make them appreciate the importance of their children always being in school. Although the current figures are good and better than many schools: 94.6% on the day of assessment and 95.1% for the whole year, staff believe that school is the best place for children’s education and development thus all stakeholders must aim to ensure that it is a case most of the time.

In the last academic year, the school targeted pupils who have below 92% attendance due to anxiety about coming to school and difficulties in bringing them in. The Designated Safeguarding Lead’s (DSL) discussions during the Vulnerable Pupils’ Meetings together with the Senior Leadership Team and other relevant staff lead to devising individual support plans which, for example, consist of referrals to Emotionally Based School Avoidance (EBSA), working with Attendance, Safeguarding and Family Liaison Officer and therapists. There is a clear plan of action for dealing with absenteeism and lateness thus the school’s approach is consistent and understood by all involved including the pupils in line with their cognitive abilities. The school used its training in Attachment and Trauma and utilised its practice to understand the reasons and triggers for refusing school in some pupils.

Governors take an interest in school attendance, and they regularly check figures and discuss evidence of the results of the school’s work to tackle absenteeism and celebrate achievements of those with excellent records of attendance as well as those with improved ones.



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### Target 4: Behaviour and Attitudes.

**To actively promote and show awareness of trauma-informed practice and attachment theory, so that highly vulnerable pupils are better supported in regulating their external behaviours. To develop the behaviour policy to ensure that it supports the behaviour of the majority of children within the school and outlines how this may need to be adapted for children with additional needs in the school.**

The school has been building up on its therapeutic approach to behaviour management. When relevant, staff used aspects from the Attachment and Trauma training received by all in the 2022/23 academic year as part of those individuals' behaviour plans.

The Director of Inclusion (DOI) and Welfare and Pastoral Lead are instrumental in analysing pupils' behaviour and creating plans, which they share with key adults. They also model interventions thus ensuring consistency in approach across the school as well as making use of their relevant training and knowledge. An example of this is an introduction of Playfulness, Acceptance, Curiosity and Empathy (PACE) boxes in some classrooms that the Director of Inclusion learned about in the IQM cluster meeting. Both professionals devised a pastoral intervention plan for 2023/24, where reflection has been described as one of the most effective strategies.

Another initiative to ensure improvement and consistency in behaviour management that the Director of Inclusion was tasked with was the rewriting of the school's Behaviour Policy which required updating. This has been achieved and more restorative approaches have been built into the policy along with current ideas which come from research into an understanding of human behaviour.

### Agreed Targets for 2024-2025

#### Target 1: Adaptive teaching.

**To fully embed the principles of adaptive teaching based on the Education Endowment Foundation across all areas of the curriculum, so that all pupils – especially those with Special Education Needs and Disabilities (SEND) – can access the curriculum and achieve well.**

The Leaders adopted the Education Endowment Foundation's framework to introduce the principles of adaptive teaching to their school. This target is in conjunction with the final stage of school expansion culminated in September 2024 with the opening of the building extension. It is also one of the aims marked in the School Development Plan.

The adaptive teaching practice will be introduced to all Key Stages to strengthen access to the curriculum, especially by those with Special Education Needs and Disabilities (SEND) and increase attainments. The school mapped out a clear action plan for individual teachers and subject leaders, who will be, both, directly involved in adaptive teaching and in supportive and monitoring roles. As per established practice and school culture, staff will be encouraged to reflect, discuss, and amend the implementation of the adaptive approach to work together on the best format and content that suits the pupils.



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The Director of Inclusion will work with other Special Educational Needs Coordinators (SENDCo) across the Academy Trust or the Local Authority to understand how they have developed adaptive teaching across their settings and then assess the value and effectiveness of Green Ridge Primary Academy implementation.

### **Target 2: Additional adults.**

**To review and fully implement a revised approach to the deployment of support staff to maximise pupil progress and ensure efficient use of resources.**

Once again, the school searched for the best practices and followed the Education Endowment Foundation (EEF) research as a guide for their work on improving the effectiveness of Teaching Assistants' work. The timing for this project is perfect in the sense that the school has just restructured its Senior Leadership Team and there are several new staff joining them in September. Thus, a revision and changes agreed upon after accessing the EEF resource for Making the Best Use of Teaching Assistants, together with the surveys and gained views will provide extensive knowledge and information to choose from. An In-Service Training Day (INSET) session for all teachers and Teaching Assistants has been planned on principles of changing expectations and clarity of role to ensure effective deployment of Teaching Assistants. It is the school's culture to support and coach staff who do not achieve consistency in expected standards and those who will be given time to polish their skills.

### **Target 3: Character development and refinement (Teaching Assistants).**

**To continue to strengthen and articulate how and when pupils will develop their sense of character at Green Ridge Primary Academy.**

With this target, the school will continue to develop pupils' individuality and sense of character. They will map out progression in Personal Development including Spiritual, Moral, Social and Cultural (SMSC). Also, leaders will reselect a Skills for Life curriculum and embed a termly focus across the school. Pupils' work and achievements in these soft skills and areas of teaching and learning will be celebrated in assemblies and by notifications in newsletters to raise awareness and support understanding of how personal development enriches individuals and is reflected in the school's culture.

### **Target 4: Enrichment, experiences, and aspiration (Teaching Assistants).**

**To widen the opportunities for more pupils to benefit from enrichment opportunities, including developing their talents and interests.**

Having gained Pupil Voice, the school will build upon its extra-curricular offer and ensure that under-served pupils attend clubs and activities. They will map out the experiences pupils have an opportunity to gain and explore ways to further develop their provision. In a truly inclusive spirit, leaders are looking into ways to intensify the showcasing of pupils' diverse talents and interests. The school plans to host a Career Festival for older pupils. In addition to that, leaders will create weekly podcasts and share them with the whole school and parents/carers.



### **Target 5: Sustainability.**

#### **Recycling and re-use: To widen the community's knowledge of recycling so that single-use plastic is reduced.**

The school intends to sharpen its message about the importance of recycling by promoting many ways that this can be achieved: modelling, practical activities and teaching what to do and what not to do. For example, they will provide Pupil Premium Grant (PPG) families with multiple-use bottles. Other actions will be to involve pupils in thinking, promoting, and engaging with recycling tasks in school (for example, organising clean-up events) and encouraging such behaviour beyond the school's environment.

#### **Eco-council: To widen the impact and knowledge of the Eco-Council so that all pupils contribute towards a sustainable school.**

There will be an increased attempt to promote the Eco-Council and its work. Adults will train the Eco-Council members on how to effectively communicate their initiatives and ideas to other pupils. There will be a greater emphasis on celebrating the successes of the Eco-Council to encourage more participants and sustain motivation.

#### **Curriculum: To map out how sustainability is taught across the primary range so that pupils develop knowledge and understanding of sustainability locally, nationally, and globally.**

Sustainability is woven into the school's current curriculum but it needs a clear identification of where the opportunities are and how to make the most of them. The school is going to review its curriculum with a focus on sustainability. A new science learning scheme has been identified as suitable for addressing this need with its termly units on sustainability. It will be implemented in the next academic year. In addition to that, there are other subjects like geography and Design and Technology (DT) thought to have similar potential to enhance the teaching of sustainability through subject topics. Leaders will create a sustainability map to highlight these areas of teaching through the existing curriculum.



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### Overview

Green Ridge Primary Academy is a growing school, which by next academic year will achieve its completion marked by a new building to accommodate the increasing number of pupils. It is an evolving school led by a team of leaders who work collaboratively guided by ethos and values that they model themselves in daily practice and strategic planning for the future. Though, due to expansion, there are a lot of disruptions, for example, moving rooms, recruitment of staff, and pupil mobility, the school remains stable in its vision and provision of inclusive education and effective pastoral care.

Having a clear understanding of who they are, the school delivers on its ethos of limitless learning and infinite possibilities of which evidence is plentiful: attainment data, progress, Special Educational Needs (SEN) provision, children and staff wellbeing, school culture, to mention just the key elements.

Leaders profoundly believe in investing in staff; there are clear procedures in place from the induction to Continuing Professional Development to prepare professionals for work in this school. A recent Senior Leadership Team restructure is an example of a carefully identified need to strengthen leadership and consequently provision for pupils. Such decisions support the school's dynamic and high standards that are never taken for granted. The school's collaborative approach to everything they do and inbuilt monitoring and accountability system, allow the professionals to work in harmony as well as challenge each other, which is a normal way of working at Green Ridge Primary Academy. Thus staff, at the end of the academic year, are not drained of energy and although they look forward to a break at the same time, they are optimistic and excited about going back to school in September.

Staff, regardless of their roles, work hard collaboratively and transparently; they trust leadership because they share their values, have easy access to them and are supported by them to become the best professionals they can be. Their dynamic relationships demonstrate the unity of thoughts and ideas about education and the kind of school they like to be part of. Adults give their all to fulfil the school's ambitions and aspirations set out in policies and executed in daily practice because they care for children, colleagues and themselves as professionals. One member of staff said: "my energy comes from seeing children succeed." In conversations with the Assessor, staff passion and hunger to make the school successful came across strongly not just in words but in clear articulations of their roles and the input they have into the whole school operation.

The school does not do anything on a whim; on the contrary, it has a well-established way of working together by researching, discussing, planning, teaching, monitoring, analysing, reflecting, amending and changing, where necessary. These enable the leaders to instil confidence in staff's professional capability and create a school where inclusion is organic. Green Ridge Primary Academy is an establishment where problems are viewed as, " just an opportunity to continually improve with a growth mindset approach."





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The school reviews its curriculum provision frequently for various reasons to offer the most appropriate content. In this endeavour, they are guided by research, and professional judgements of subject leaders and pupils, who need to identify themselves in the material to be effective learners. Although they have been offering a broad curriculum and enrichment activities already, there are further projects in place, for example, adaptive teaching and sustainability that will deepen teaching and learning in those areas. Continued development of the school’s offer for pupils' learning and wellbeing is at the heart of what staff do. The impression is given that leaders and staff deliver such ambitious provisions effortlessly, though evidence shows hard work and dedication. It is to the school’s leaders’ credit that they lead with confidence and with a high level of people skills that Green Ridge Primary Academy is a place pupils and adults want to belong to.

Governors at Green Ridge Primary Academy are proactive, especially in securing grants to support sustaining and developing reading skills in pupils and cultivating the school’s rich literacy environment. They take an interest in the school’s operation and contribute to strategic thinking regarding the school's future. Staff confirmed that the Governors are visible and known to the school community for their support in organising events and the interest they show in inclusive practice. Such is the reputation of the current Governing Body that the school has never had problems recruiting new members when a vacancy arises; this is unusual.

Pupils at this Academy confirm that no limit is placed on their learning, “Teachers make sure we learn properly and that we understand words we use.” In the conversation with the Assessor they talked about their curriculum, how they learn and why they love their school. They said that the extensive extra-curriculum offer, like a visit from the pupils from a German school they befriended, makes their school different and, “better from others.” Pupils at this school are well prepared for their next steps and contemporary life regardless of their background and ability. Children project a strong sense of belonging because they identify themselves in the curriculum and are taught who they are; this is the school which encompasses everybody.

“The Academy rightly prides itself on the high expectations it places on the academic achievements and behaviour of all children, whatever their needs.” Having the pleasure of assessing Green Ridge Primary Academy for the third consecutive year and seeing its strong inclusive practice sustained and developing, I have no hesitation in recommending the school for the IQM Centre of Excellence Award to be reviewed in a year.

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 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 Kasia Fejcher-Akhtar**

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

*Joe McCann*

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