



Report on IQM Inclusive School Award



School Name: Green Ridge Primary Academy

School Address: President Road
Aylesbury, Buckinghamshire
HP18 0YA

Executive Headteacher: Aaron Wanford

Head/Principal (Acting): Sam Kaye

IQM Lead: Vicki Gardiner (Director of Inclusion)

Assessment Date (s): 14 July 2022

Assessor: Kasia Fejcher-Akhtar

Sources of Evidence:

- Visit to school
- Observation on arrival before entering the school
- Paperwork available during meeting
- Tour of school
- Displays around the school
- School's website

Meetings Held with:

- Executive Headteacher
- Acting Headteacher
- 2 Assistant Headteachers (including Behaviour Lead)
- Director of Inclusion/IQM Lead/SENCO
- 6 members of staff (SLT, teachers, TA)
- 2 Governors
- 2 Parents
- 6 Pupils



Report on IQM Inclusive School Award



Contents

Overall Evaluation.....	3
Element 1 - The Inclusion Values of the School.....	6
Next Steps:	7
Element 2 - Leadership and Management and Accountability.....	8
Next Steps:	9
Element 3 - Curriculum –Structure, Pupil Engagement and Adaption.....	10
Next Steps:	11
Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy.....	12
Next Steps:	13
Element 5 - Assessment.....	14
Next Steps:	15
Element 6 - Behaviour, Attitudes to Learning and Personal Development.....	16
Next Steps:	17
Element 7 - Parents, Carers, Guardians	18
Next Steps:	19
Element 8 - Links with Local, Wider and Global Community.....	20
Next Steps:	20



Report on IQM Inclusive School Award



Overall Evaluation

Green Ridge Primary Academy is a newly built school that benefits from being designed to meet 21 Century specifications with versatile accommodation. The school is situated in the middle of a new, large estate of Berryfield, that is continuing to grow. The plan is to build 5000 properties with a high percentage of social and affordable houses. The modern school building is therefore surrounded by equally contemporary houses that gives the impression of growing and developing together.

Though the estate is built up, there is a sense of spaciousness when you approach the school. The pupils commented that when the school was open in a temporary accommodation (11.09.2017), "it was on the site of the current parking space and small, now it is very big and long," therefore the contrast between how it was before (only 5 years ago) and now is striking. The school is currently 2 entry and will be 3 in future. There are 362 pupils at the present but full capacity is 420 with about 40 places in Nursery. Judging by the speed of building of new houses and the school popularity, it will soon reach its capacity.

The school is built on one level therefore it is accessible for all. Where there are steps, the ramps are available to provide access for wheelchairs. In addition to bright purpose-built classroom, there are a number of rooms, which can be utilised for interventions, counselling and therapy. There are currently a few empty classrooms used by next door year groups but as the school is gradually reaching its capacity, these additional facilities will be taken up.

The school draws its intake mainly from the surrounding estate, which has a diverse population in terms of ethnicity and socio-economic profiles. Due to it being a growing estate with an increasing number of residents moving when the houses become ready, the school has a lot of children entering school in mid-year, which creates unexpected workload because the school cannot anticipate or plan for their arrival.

The pupil population mirrors the estate's residential mix. At the end of 2021/22 academic year there were: 19% of PP pupils, 24% EAL and 21% with SEND, of which 3.5% have EHCP, thus 64% of the whole pupil population require some kind of additional provision. This, as well as the academic and developmental ambitions the school has for its pupils determine further development that a forward-thinking leadership considers this when planning strategically; inclusion is very much part of looking into future.

During the school tour, it was evident that pupils are confident in their environment; they are settled in classrooms and use the outdoor space effectively for learning and enjoyment. Pupils were engaged in activities, not distracted by visitors at all. Similarly, pupils were equally confident at break times moving around the school in an orderly way and engaging in play or conversations with peers between the lessons.

Leadership pays attention to the interior of the school as they believe in maintaining a good balance between a typical primary school outlook with essential displays and information and having an inviting and attractive space. There is emphasis on tidiness, functionality, and a pleasant aesthetic look, which is achieved through having inbuilt bespoke furniture, educational and informative displays.



Report on IQM Inclusive School Award



All classes are of average size with adequate space for the learning groups; being new they are bright with lots of light and windows/doors to open for ventilation, an important consideration in the Covid-19 era. There is evidence of meaningful curriculum taught and activities design to develop appreciation of the values the school stands for and guides its children to understand and embrace. The inclusion agenda is echoed in pieces of pupils' work available in each classroom. The school is well equipped including the library and these help to create an inclusive learning environment that serves the school's population's needs and reflect its values.

Green Ridge Primary Academy is committed to deliver on its ethos and values that leadership, supported by staff, promotes in all aspects of school's operation and dynamics; inclusion permeates everything they do. This commitment was evident at the outset of the assessor's visit during an informal observation of parents and children on arrival to school and continued through the rest of the day in professional meetings and conversations. Visitors, in line with the Covid protocol, are warmly welcome by all staff and pupils, and there is a happy atmosphere with vibes of energy and positivity.

Pupils recognise their school as ECO friendly and are knowledgeable about its history, how it has developed over the last five years. They feel they learn a lot and not "just English and maths but we go outside and have practical lessons." They think that having the school's dog Barkley enriches their learning and consider him as a member of the school community.

Children feel safe to confidently engage in conversation with unfamiliar visitors because they trust adults who work with them. In the meeting with the Assessor, the children stated that: "teachers keep us safe and make us work to improve our progress."

The pupils spoke confidently about their work and opportunities they have to extend learning beyond the structured lessons, like going on trips and having visitors into school. It was particularly pleasing to hear the children talking about their mixed ability group and its advantages. "You can ask the partner how to spell rather than annoy the teacher." They explain their GDS (Greater Depth Standard) groups, self-check stations, self-editing process, table partners and many other examples of assessment for learning classroom practice that they are exposed to.

Green Ridge Primary Academy is undoubtedly a place for children to develop academically, emotionally, and socially as well as form their personality; they learn about how to conduct themselves in a range of situations, knowing that they are safe and cared for by all professionals. This notion of feeling safe and accepting the necessary boundaries when learning and playing came across strongly in observations during the course of the assessment day.

The SLT form a strong team, united in their desire to create a happy and stimulated place for children to thrive; they know the community they serve and believe that every child in the school should have opportunities to learn, experience rich curriculum and feel included. The fact that the school is new and is growing, has additional appeal to staff, who feel that they are contributing to shaping of the school. Together they all work tirelessly to continually drive the school forward and to overcome difficulties that the pandemic, changing intake population and wider life experiences like current increasing living costs pose onto all stakeholders. This was evident from the discussions with the SLT including a Governor and confirmed by subsequent conversations with members of staff.



Report on IQM Inclusive School Award



There are clear structures and procedures in place at the Green Ridge Primary Academy and the Headteacher is ably supported by SLT, including the Director of Inclusion, who plays a pivotal role in ensuring that pupils with SEND and additional social, emotional, and other needs are provided for. Her deep knowledge of the needs of SEND and vulnerable pupils is commendable, as is her relentless pursuit of ways to address emerging issues like a child being at risk of exclusion or having specific barriers to learning such as being non-verbal.

The majority of SEND pupils within the provision are integrated with the rest of their age-appropriate group, which impact positively on their wellbeing and teaches others tolerance and acceptance of differences, as reflected in the inclusion agenda. There is a small number of pupils whose needs exceeds school's expertise and resources. Those pupils are provided for in line with their EHCP aims and objectives and remain in school until a suitable provision become available.

There is a collaborative feel at the Green Ridge Primary Academy where everyone is invited to contribute to its vision and strategic planning for the smooth running of the school and to secure its successful future. The leaders communicate clearly and openly with staff and care for wellbeing of all. This caring attitude contributes to high staff morale that was so obvious in how staff interacted and related to each other, their relationship with children and reaction to visitors.

It was a pleasure to meet with leaders and staff and witness their hard work and determination to set the school on the road to achieve outstanding results; they demonstrated resilience, resourcefulness and deep knowledge about educational matters that will secure further improvements and raise standards for all. Though working in a demanding and dynamic environment, they demonstrated a serious professional demeanour with a touch of humour that staff and children related to very well and appreciated.

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 IQM's Inclusive School Award 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. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Kasia Fejcher-Akhtar

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School

Leaders of Green Ridge Primary Academy value all members of the school community through creating a culture of collaboration and planning for achievement for all, where all pupils and adults - all stakeholders - are contributors to an inclusive environment the school promotes. The school's Inclusion Policy adopts a definition of an inclusive school as: "An educationally inclusive school is one in which the teaching and learning, achievements and well-being of every person matters," and that is translated into daily practice and experiences. The school's ethos: "Limitless Learning, Infinite Possibilities" is evident in staff and pupils' relationships, work ethic and has been explicitly expressed by staff and children in conversations.

According to staff, everybody is included from the start regardless of where they come from. The inclusive values and nature of the school are ingrained in children by teaching them that every child is unique but not everybody has the same needs. Adults promote the individuality of all pupils "irrespective of ethnicity, attainment, age, disability, sex, background, special or additional needs."

In the true spirit of school's ethos and values, SLT presents as a strong unit that support each other and grows with the school whilst building school's reputation. In their endeavour, they are guided by the motto: "Limitless Learning, Infinite Possibilities" to develop the highest possible standards. They have a strategic view of the school as well as look at day-to-day issues and respond to emerging needs instantly. The SLT are clear about their role as leaders and how demanding it can become, especially in the current Covid-19 climate and the school's stage of development. When difficulties arise, the leaders are supportive of colleagues and together they try to find the best solution. Such an approach makes the school a place where equal treatment is practised and modelled by people who are trusted in leading roles.

The Director of Inclusion of Green Ridge Primary School demonstrates highly developed people skills and knowledge of SEN, which enable the development of a strong inclusion practice across the school. Staff feel well supported and valued for embracing training and adjustments to their way of working in order to provide the best possible education and care to their pupils. Staff are continually encouraged to develop their expertise and they buy completely into school ethos and values. The school has ambition to grow, and leadership promotes a collegiate approach to policy development, planning and to conduct open professional conversations on all that matters to the school in order to maintain high standards and create the best possible working environment for all.

The school's SENCO (Director of Inclusion) is highly knowledgeable about the emotional and educational needs of the whole school community; her determination to do everything that is possible for SEND pupils came across in many conversations. The SENCO's collaboration with the families and external providers to secure help for children are examples of good practice that is embedded in school's ethos and staff's commitment to school values. The SENCO oversees SEND and other pupils with additional needs and ensures that staff have the appropriate skills to address the issues with which their pupils present, with confidence and professional understanding. She delivers appropriate CPD training and is there in school to provide informal support when issues arise. There is clear procedure in place for staff and parents regarding issues that arise to do with SEND and other so that the right designated professional efficiently deals them.



Report on IQM Inclusive School Award



It came across very clearly in the conversations and evidence witnessed on the day of assessment that inclusion is a permanent feature of the school, and that all staff strive to offer all pupils life chances. They understand and take responsibility for the fact that once the children cross the door of the school their formal education starts. This is evident in their curriculum planning where the values are embedded in all subjects and promoted through a cross curricular approach to teaching and learning. Pupils identified as of higher ability are equally targeted by a differentiated curriculum which aims to extend their learning and “provide deeper learning within subjects, rather than accelerate pupils through the content of the curriculum.”

Leaders are acutely aware of the importance of well-being of everyone in school and apply nurturing attitude to all. There is a high level of satisfaction from adults and children regarding how they are treated and what experiences they have during each ordinary working day. Leaders recognise that there are differing needs that will be identified and that these need to be addressed so that everyone in school can engage in learning and work in a safe and caring, inclusive environment where people collaborate and are prepared for any challenge they may face. The school is successful in creating a warm, welcoming, and respectful environment for all stakeholders.

Next Steps:

- To consolidate inclusive practice with a newly established Inclusion Team.
- To consider including the United Nations 17 Sustainable Development Global Goals into the curriculum and interventions programmes.
- To develop relationships with external educationalists through an IQM cluster group.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability

Leadership of Green Ridge Primary Academy have an ambitious and aspirational vision for the school and everybody in it. A Current SLT, which is made up of 8 members of staff, is acutely aware of the responsibility and opportunity they have whilst developing a new school for scratch. These unique circumstances create a strong bond through between people who share experience of challenges and joy of achievements. That is in itself micro inclusive practice.

Leadership promotes collaborative way of working, which they model and observe themselves. Their School Development Plan, which outlines vision and direction for next 3 and 5 year s is worked on by the 8 SLT members. The document is RAG rated and shared with all staff, who are free to comment and contribute. That way, not only do staff feel consulted and involved into shaping future of the school, but they also learn how to plan collaboratively and see the benefits and effectiveness of such an approach. In turn, they can apply this practice to their own areas of responsibilities e.g., subject lead, behaviour plans and more. A collaborative approach also allows staff to optimise planning and assessment processes and develop effective structures and systems for monitoring the quality of teaching and learning and behaviour.

The school introduced a therapeutic behaviour management programme - Steps - that rejects punitive approach in favour of pupil understanding and facing consequences of poor behaviour. The Director of Inclusion and Behaviour Lead worked relentlessly to establish a coherent system of dealing with incidents that everybody subscribes to. There is a greater understanding of reasons that trigger behaviour and a different perspective on what has been perceived traditionally seen as poor behaviour. Staff and parents are now well equipped to prevent outbursts of behaviour and when it does happen, they have strategies to de-escalate and support children to develop self-control and self-regulation. The Steps programme has been successful and contributed to development of the school's climate, with its calm atmosphere, respectful relationships, and tolerant attitude of people within it

Leaders have an inclusive, ambitious, and aspirational vision for school that is also expressed in designing their curriculum. They and class teachers are uncompromising in the effort to secure the best outcome for all pupils and when designing curriculum, they made sure that it was meaningful, purposeful, and appropriate for their pupils. They hold regularly formal and informal discussions about their pupils so that they can maximise the learning by matching pupils' interest and expand their existing knowledge or make it deeper.

There is expectation of all staff to engage fully in CPD and leadership encourages members of staff to develop their interest and expertise. This means that the school places training and professional development at the centre of staff activities and sends a message of professional development as never-ending learning: "limitless learning." The school culture of reflection and evaluation towards its own practice is strong and staff are ambitious for themselves, with many preparing for future promotion and a progressive career path.

Staff at Green Ridge Primary Academy feel they are well look after and they also look after themselves. A Wellbeing Committee meets every half term to discuss issues and evaluate support. There are two volunteers who offered to be a 'safe space' for people to talk to if they need it. This care team's interventions lift people spirits in moments of struggle and when difficulties appear. In



Report on IQM Inclusive School Award



In addition to that, each member of staff has a wellbeing day each year to focus just on themselves. This generous offer is very much appreciated by staff and makes them feel valued and looked after.

The school is fortunate to have well-trained and knowledgeable Governors who are clear about their roles and able to discharge their responsibility of providing a challenge and support to school. The Governors stated that they value the quality of curriculum and education, which gives pupils well rounded experiences and offers opportunities for all children. They confirmed that inclusion is embedded in all strands of the school, which is seen coming through reading policies, reports, plans and documents related to attainments and school performance evaluation. The school works closely with Governors; the Governors hold all leaders responsible for inclusivity. In meetings Governors question how their area e.g., diversity (challenged gender stereotypes) or subject is inclusive for all – they ask for evidence of what they hear within the school and within the subject action plans.

Next Steps:

- To develop leadership opportunities for Teaching Assistants in line with their existing skills set and individual preferences.
- To increase opportunities for greater cooperation between leaders beyond the immediate community and Buckinghamshire Local Authority.
- To promote inclusion further through a consolidated Inclusion Team under leadership of the Director of Inclusion



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

Collaboration is a strong feature of the Green Ridge Primary Academy that permeates all aspects of school function, but it is a particularly effective approach in the curriculum design. This is not only in terms of sharing ideas and expertise but also in reducing workload by many professionals contributing to achieve the same aim – an appropriate learning content for their pupils. Leaders and staff with responsibility for the curriculum joined working parties within Reach2 to produce an innovative programme for teaching with activities and resources that reflect forward thinking ideas.

The school curriculum is planned with a view to providing stimulating learning for all as it has in-built differentiation; the growth mindset approach to learning ensures that pupils access it in line with their cognitive ability. Its richness aims at pupils learning about their diverse world and allows them to appreciate different cultures thus broadening their horizons. The curriculum has been designed to ensure that knowledge becomes “sticky,” which is achieved by many opportunities to recap and revisit previous learning. Pupils learn to value different traditions because the curriculum that have been offered to them addresses local, national, and global dimensions. The diary planner of what the school celebrates clearly shows the links between the learning and the events available. The school utilises their pupils’ cultural background to make the learning concrete and kinaesthetic as well as meaningful. They use a range of real-life examples when teaching and attempt to match units with experiences the children may face in the wider world.

The school has a strong culture of reading, which is acknowledged by pupils talking about books they read and enjoyed as well as improved reading attainment. A well taught phonics means that most pupils learn to read proficiently. This is reinforced by staff promoting reading to pupils, who have a regular access to a well-stocked, attractive, and appealing library. Pupils love their class library sessions where they explore different, high-quality fiction and non-fiction texts. This certainly ingrains a love of reading for pleasure and interest in pupils and instils habit of reading and accessing books in adult life. The significant effort by the school to make each child a reader is also expressed in every class having a daily “reading skills” lesson and a colourful, engaging reading corner that draws attention to relating stories. The school plans to purchase more dual language books to support EAL pupils and make the school’s approach to reading even more inclusive.

There is a strong focus on the learning of vocabulary. Staff planned and produced vocabulary progression through EYFS, KS1 and KS2 to ensure that it stays at the forefront of teaching and that pupils acquire the right vocabulary at the right time of their cognitive development. A Magpie Wall in classes support pupils’ learning where they can, at a glance, find a suitable word and ideas for their writing, thus prevent pupils getting stuck and becoming disengaged with tasks.

Although, there is a strong emphasis on communication and literacy skills, the school does not compromise other subject areas. At the start of the day, pupils have a maths fluency activity (10-15 minutes). The school is in process of establishing a cultural link with a German school to create an opportunity for pupils to practise German language that they learn, prompted by the personal interest to one member of the SLT.

The curriculum offers opportunity for learning beyond the classroom. The school takes part in the Reach2 11-B4-11 incentive programme, which provides the children with a chance to complete 11 challenges before they are 11, these are extra-curricular activities. The scheme is very popular with



Report on IQM Inclusive School Award



pupils and parents alike and it is a unique future of the Trust. Further extra-curricular opportunities are available to pupils through various clubs. Due to high uptake, the clubs are monitored regularly to ensure diversity and quality of access.

Currently, the school focuses on developing a more suitable and effective curriculum for SEND pupils and art to ensure the quality of provision in these areas of teaching and learning.

At Green Ridge Primary Academy pupils' attitudes to learning are developed through the core school values and the curriculum is one of the main vehicles to achieve these goals. Staff discuss curriculum content and approaches frequently and openly so that they can prepare their pupils for future learning and help the children to understand their place in the world, express themselves and articulate their values and beliefs.

Next Steps:

- To create greater opportunity for gifted and talented pupils to recognise their unique ability.
- To evaluate the impact of the new curriculum on pupils' understanding of inclusion and diversity in light of current national and international events.
- To offer more opportunities for outdoor learning to do with nature within the school boundaries e.g., Forest School.



Report on IQM Inclusive School Award



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

Pupils at Green Ridge Primary Academy make good progress, and many of them exceed age expected attainment targets in core areas of learning. Considering the very low starting points and some children speaking English as an Additional Language, or joining the school in mid-term, the vast majority of children make good progress. For instance, the latest data shows 85% attainment in phonics (above national screening results), 75% in reading, 71% in writing and 67% in maths. In comparison, EAL pupils achieved 85% in reading, 81% in writing and 87% in maths. These figures demonstrate consistently good progress that pupils make due to robust planning for teaching and learning informed by data, teachers' observations, other professionals' reports and frequent self-evaluations of effectiveness of provision by all staff. The school's inclusion ethos plays a big part in the school reaching this good attainment level across all teaching groups.

At Green Ridge Primary Academy children with higher learning potential are not stretched just by simple extension of the curriculum. They have special Challenge X in lessons and extra planned afternoons with focus on HLP to foster their interest and talents. The school dedicates some of its Catch-Up funding to serve HLP pupils' needs and in the conversation with the assessor, pupils talked about a "Greater Depth Standard" learning that some children are provided for and challenged to follow.

The school is ambitious to continue with this positive trend despite having no control over its intake, which includes pupils with diverse and complex needs that the school was not designated to cater for. Such progress is contributed to the teachers and support staff honing their questioning skills whilst maintaining children's interests and curiosity and the creation of a conducive to learning environment. It is credit to leadership and staff to stay focused on the school values and believe in inclusion to provide quality education for all without compromising high standards.

For its SEND pupils, the school seeks out professional help by accessing external local professionals like a PRU, who offer support with strategies to help pupils with complex needs to access learning. The SENCO diligently disseminates information to staff and supports everybody with delivery of a prescribed programme so that staff are confident, and children are able to progress in learning and in social and emotional development.

The deployment of Teaching Assistants is carefully planned so that where there is need for 1:1 support, adults are rotated to prevent over reliance and attachment to a particular person.

Most pupils at Green Ridge Primary Academy are hardworking and motivated. The engagement with learning on the day of this assessment, despite being at the end of academic year, was impressive. This is due to a range of factors including a thoughtful seating plan and layout of the classrooms to match the needs of the group. The school is very well equipped with resources that are clearly labelled so that can be found and used easily and tidied up accordingly. This is so children can be independent in accessing but also in putting away to maintain a tidy learning space and a pleasant environment. Such arrangements teach children respect and makes them feel that they own the room thus have the responsibility to look after it.



Report on IQM Inclusive School Award



The whole of physical environment including the corridors reflects school values and aspirations. Displays are there to celebrate pupils' learning and to express the school's beliefs as well as to promote equality and diversity.

The unity of the school in terms of a collaborative culture, where all stakeholders are ambitious for the school and themselves, is expressed in all aspects of operation and are credited to a well-planned CPD and staff feeling confident to contribute a little, or a lot and being valued for their effort and professional conduct. They receive feedback from SLT to improve practice and do not take criticism personally. In such an atmosphere, staff are receptive to difficult conversations and appreciate the long-term positive impact they have on their quality of work and career progression.

Green Ridge Primary Academy is fortunate to be very well equipped in digital technology. Each year has a set of laptops and iPads in addition to augmenting devices, smart boards aid, especially SEND pupils, with learning. and ensure that the curriculum is accessible and enjoyable. However, the school uses technology to enhance teaching and learning, it is vibrant and absorbs pupils in learning through a range of teaching approaches: practical like drama and different ways of recording like through drawing ensuring all pupils' strengths and weaknesses are accounted for and are not barriers to learning.

All evidence (website, self-evaluations, documents, observations, and conversations) demonstrates that the Green Ridge Primary Academy has developed an environment conducive to teaching and learning that enables pupils and staff to thrive. Leaders make sure that the school consistently cares for all needs and groups, therefore pre-empting potential underachieving groups or individuals. The school reaches out to all children to fill the gaps beyond educational ones, through its strong pastoral care at group and individual levels to maximise children's learning.

Next Steps:

- To develop a recording process to measure the impact of all interventions.
- To gather anecdotal evidence of how metacognition improves outcomes for children and promotes inclusion.
- To investigate or initiate appropriate to the current school's needs research project funded by EEF.



Report on IQM Inclusive School Award



Element 5 - Assessment

At Green Ridge Primary Academy there is a strong assessment practice in terms of formative and summative assessments. Various tests and assessments are very much interlaced with the whole school operation; and it is part of the fabric of this setting. There is a clear and thorough assessment timetable, which provides a framework for teachers to organise their schedule so that the need for assessing children is not suddenly an additional workload. Assessment for Learning (formative assessment) is intertwined into lessons and inform interaction between the learners and teachers and Teaching Assistants, therefore there is no pressure on children to perform exceptionally well because they are being assessed – it is part of everyday lessons.

The school uses OTrack website for monitoring purposes and to track learners' ongoing progress. The OTrack is the main assessment tool but as it does not allow for measuring small steps of progress that pupils with SEND tend to make, leadership introduced the BSquared programme to capture the learning of these pupils. There is a basket of other assessments that SEND and pupils with additional needs, like visual impairment, will undergo with external agencies to inform educators of potential barriers and individual needs. Therefore, leaders and teachers have extensive data at their disposal when planning for cohorts and individual learners. Staff use prior attainment data all the time when planning and teaching to ensure consolidation of knowledge and understanding before pupils move on with their learning.

In addition to the raw data and being included into the planning for the whole group, SEND pupils have individual learning plans (as well as EHCP targets for some), the remit of which is: "assess, plan, do, review," signalling that their learning is not set in stone but needs to be constantly monitored and adjusted in view of outcomes and the child's wellbeing.

Through ongoing learning progress being measured and tracked pupils are quickly identified if they need extra support or pose extra challenge. The leaders and particularly the SENCO are fully aware of the importance of early interventions and there is plenty of evidence in each classroom (planning, displays, deployment of support staff, extra equipment, visual teaching aids, PRU involvement) to conclude that this is the bread and butter of school practice.

The school promotes a growth mindset ethos which is evident in teaching and learning methodology. Assessment for Learning is evident in lessons plans (e.g., learning intentions, success criteria) and talked about by pupils: talk partners, verbal feedback, editing opportunities and that 'it is okay to get it wrong from time to time.' Pupils know how they do in learning because they are given instant feedback ("in the moment") and have time to act on it. This is particularly effective because it allows pupils to understand what and how they learn, the skill that will transfer onto wider aspects of their life when acquiring essential life skills. A growth mindset approach is serving children well and it is something that the school takes it very seriously. Each class has a growth mindset display and at the start of every academic year, the children have some PSHE lessons dedicated to school's ethos that enhances the growth mindset idea.

Similar to all other aspects of school's organisation and operation, SLT approach the whole school assessment needs and practice in a colligate way. The Subject Leaders and Assistant Headteachers map assessments for learning into the planning so that there is consistency and shared understanding of what has to be done and why. This way, leaders ensure the sequential development of knowledge and skills within each subject and that the content is taught and



Report on IQM Inclusive School Award



assessed in line with the established practice and standards. The assessment for learning is further reinforced by including specific questions to be asked during the lessons into the planning so that misconceptions can be addressed, and progress made possible for all learners.

The monitoring and reporting cycle for teaching and learning at Green Ridge Primary Academy is thorough. This means that all staff understand the expectations of them and the next steps for the school development, as well as for their classes and themselves. The process means that all staff are accountable for raising standards. It also ensures that there is a total communication and transparency to support staff in improving attainment for all pupils.

Next Steps:

- To develop more measuring tools to evidence, SEND progress in areas other than the core subjects for them to celebrate achievements and signpost to future areas of their strengths.
- To gather anecdotal evidence to show the success of mixed ability grouping for pupils academic attainment and personal development.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development

Green Ridge Primary Academy introduced therapeutic behaviour management programme, Norfolk Steps, which contributed to developing a calm, respectful of each other, and conducive to learning environment. The programme echoes the schools' core values and so remains in the forefront of the leaders, teachers and other stakeholders thinking, and manifested in every aspect of school life. The introduction of Steps is the result of cooperation between the Director of Inclusion and PRU, which funded the training. This demonstrates the school's openness to external influences when they see the benefits for their pupils. Steps proved to be appropriate and effective behaviour management programme that all stakeholders embraced, apply, and adhere to.

True to the Steps programme, staff are trained to use positive language when dealing with behaviour that is appropriate to the pupils' level of understanding. This helps to develop in learners an understanding of what happened and the consequences of their action. Such an approach allows the learners to reflect on own behaviour and encourages them to take responsibilities for what they have done. This is a restorative approach to dealing with behaviour and children understand that some require different adaptations, which are delivered in an inclusive manner. A small number of pupils with complex social and emotional needs benefit from having behaviour plans that involve parents so that they can use the same strategies at home. This collaboration strengthens the impact of Steps behaviour management and allows for consistency between school and home.

Pupils at Green Ridge Primary Academy display a good attitude towards learning and behaviour because the school's Behaviour Policy is enacted, and leaders model the school values through their professional conduct. They aim to develop a strong moral code for pupils to follow beyond the school and to fulfil the school's ambition to provide pupils with "Limitless Learning and Infinite Possibilities."

Children show a lot of respect at Green Ridge Primary School because the inclusive environment promotes an understanding of diversity in pupils and staff. There is a culture of tolerance, appreciation, and acceptance of individual differences. Children are treated as individuals who deserve the best the school can offer. This caring attitude married with highly structured educational provision allows the children to learn, grow healthily, develop personally and fully participate in school life. This is achieved through a comprehensive curriculum, well attended enrichment clubs, the 11-B4-11 scheme and focused PSHE lessons. The school's celebrations of different events are linked to the pupils' needs and further reinforce an understanding and give pupils meaningful experiences.

Throughout the assessment day, it was evident that a positive attitude to learning is not limited to pupils but expressed by members of staff too who apply limitless learning to themselves. The staff is comparatively young but is growing professionally with the school. They spoke openly about their career paths and support they received from leadership and colleagues in their learning. Staff are realistic about challenges they face but at the same time proud of contribution they make in developing the school and that their work impact positively on lives of so many children. There is a wellbeing committee for all adults which offer help with mental and physical health. Leadership invests in staff because they know that staff then invest in pupils and secure the best possible outcome for all.



Report on IQM Inclusive School Award



SLT monitors attendance with rigour and promotes good attendance at every opportunity; there are weekly celebrations of attendance where the year group is publicly congratulated for achieving the highest level. The school has achieved a high level of attendance at the time when schools struggle to meet their targeted figure. This success is the result of the school having clear procedures in place and excellent communication with parents gets the message across effectively, and sometimes actually prevents absenteeism. When children do miss school, the procedures described in the Attendance Policy are enacted quickly. Due to a high number of pupils who require input from external professionals to self-regulate, there were few exclusions this academic year. It is hoping that a consistent use of Steps therapeutic behaviour management programme and effective early recognition of child's needs in conjunction with appropriate interventions will reduce or eliminate the need to exclude a child in future.

Next Steps:

- To increase in relevant staff knowledge and understanding of SEND so that their support can be more accurate and effective.
- To use an Educational Psychology Anxiety Curve tool to support behaviour plans for pupils with complex needs.



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Element 7 - Parents, Carers, Guardians

Green Ridge Primary Academy enjoys good relationships with parents and families and the school's growing popularity and reputation means that a lot of parents seek admission to this academy for their children. There are many positive features identified by parents in the conversation with the assessor and in documents and newsletters.

Communication with parents and carers and guardians is a real strength of the school. The school explored and utilised every possible channel of communication to reach all parents including those hard to reach. They communicate via electronic devices, face-to-face, old fashion paper and sometimes use more than one method to the same parents to ensure that the information gets through. There are opportunities to formally meet with teachers and other professionals working with their children. There is tangible evidence for such practices in weekly newsletters, a half-termly mental health and wellbeing newsletters, a half-termly SEND newsletters letters, emails, timetables of meetings and other documents. In order to manage the volume of contact, the school has a protocol of who to contact dependant on the concern so as not to overload the same members of staff.

The parents feel that they are listened to and respected for who they are and for the fact that they know their children best. One parent said: "the Headteacher is a very good listener. I was worried about mixed ability groups, and he explained to me the rationale behind it. I can see now that it benefits my child." Parents understand school's inclusion ethos and how "all do it." They positively commented on an excellent pastoral care and gave an example of discreet support given to a young carer. They value that children are treated as individuals and not forced to meet stereotypical gender images of behaviour.

On the day of assessment, parents were extremely praiseworthy of leadership and staff. They considered themselves very lucky to have their children in a school that provided everything they could wish for: "new physical environment, excellent curriculum, effective pastoral care, exciting learning opportunities and individually tailored support for SEND pupils." In discussion about their experience of the school, they said that when issues arise, staff put their fears to rest very quickly because they explain what can be done in school and signpost to external help. Parents believe that there is a strong culture of openness and respectful collaboration.

The parents felt they are very well supported in all aspects of their children and families' needs: educational, developmental and with behaviour management at home. These show the confidence the parents have in the school because leaders and staff reach out to them and are always available; there is consensus between staff and parents that the relationships are very positive and benefit all. Parents feel fully included and part of a school community that is diverse and inclusive.

A group of parents take their involvement with the school beyond immediate interest and volunteer to support school through the Parent Teacher Association. They said: "as a PTA, our main role is to raise funds for the children of Green Ridge. We work closely with the school to decide what the priorities are for fund-raising, and with a growing school there are many!" They meet on a termly basis with the Headteacher and another member of SLT to discuss the school's needs and which door to knock on to secure help and funds. The PTA is to provide tangible, practical support, in a process of collaborative work and exchange of ideas, through which leadership gains informal feedback from parents that they may not have obtained through formal routes.



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Next Steps:

- To hold regular workshops for parents to sustain their involvement in children's learning.
- To highlight the effective relationships with parents as a school strength in documentation and on the website.



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Element 8 - Links with Local, Wider and Global Community

The school has built its links with the local community in a unique way by being first opened in a temporary accommodation and then transferred to a newly purpose-built building whilst the estate was being built around it. This contributed to the mutual understanding of local issues and needs when growing together, both parties were, and still are, learning about each other and developing working relationships.

The school earned strong support from the residents beyond those who currently have children in school. This is because leadership is pro-active in embracing any opportunity to promote the school and open it to local residents. They do it through organising events such as the Summer Fete, quiz nights, inviting a local vicar to assemblies and RE lessons. The parents and Governors value the school's commitment to its immediate community and feel that this strong connection bring benefits to all. As a response to the current living cost increase, the school linked with the local Tesco to take part in their "Food Share" scheme. They collect food that would be thrown away and instead is donated to school where they create a food bank from which parents access food in a discreet way. This action reflects school's values of togetherness and support in time of need.

Leaders see the importance of and collaborate with other educational establishments and connected with local schools to start running sporting fixtures with different teams to widen pupils' opportunities to compete against children they don't know and experience different localities. Apart from taking part in sport events, these experiences reduce fears and anxieties of transitioning into a new environment in future, when the pupils will transfer to a secondary school.

Staff of Green Ridge Primary Academy collaborated with Reach2 Multi-Academy Trust professionals when developing their curriculum, for moderation purposes and when attending training sessions. These and many more events and similar sessions allow the building of professional relationships to exchange ideas, share innovations, and offer support because there is a mutual understanding of the service they provide and of current educational issues.

The school has taken part in major Buckinghamshire workshops and events like Waddesdon Manor Festival of Lights, or work with an artist sponsored by Buckinghamshire Council to create banners and props to use in the town's parade in Summer. This promotes the school within a wider community and the school is gaining recognition beyond the estate where they are located.

Currently, the school is developing a link with a school in Germany to make the pupils learning of German language more purposeful. The future plan is for Year 5 to go on a school trip to Germany, to extend its connection to the global community. This will be a fantastic opportunity for children to experience a foreign country and bring to life many aspects of learning including diversity and a sense of belonging to a wider international community.

Next Steps:

- To continue to share and learn from the cultures within the school community.
- To strengthen the school's presence and profile within Buckinghamshire.