



19th June 2019

Mrs Lynn Blain
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Ponteland Primary School
Thornhill Road
Ponteland
Newcastle Upon Tyne
NE20 9QB

Date of Assessment 10th June 2019

Summary

Ponteland Primary School is a two-form entry 3 to 11 school situated in the heart of Ponteland Village, an attractive and popular location in Northumberland, bordering the city of Newcastle. This larger than average sized school is below the national average in terms of minority groups, free school meals and SEND but it is evident that every child is treated as an individual and is nurtured by the skilled and caring staff. The school's inclusive ethos ensures that all pupils are given the support, opportunities and confidence to thrive and the commitment of all stakeholders to set high expectations for themselves helps them to achieve this.

There is an energy within the school which is directed towards innovation and ensures it is outward looking and forward thinking. Leaders have embraced many challenges in recent years such as the transition from First school to Primary school and more recently in becoming a founding academy within the Pele Trust, which is made up of 6 schools. It is also the lead school within the Trust for School Direct Teacher Training.

The school was graded good by Ofsted in February 2017 with an Outstanding judgement for Personal development, behaviour and welfare. In 2017 Ofsted stated, "The school is highly successful in providing support for vulnerable pupils. Staff are passionate about securing the right support for pupils and their families".

The building is inviting, attractive and well maintained; it is very welcoming and the warm, friendly ethos is apparent from the outset. The reception office displays the school's many awards and achievements with pride. There is a buzz about the school which draws one in to find out more.

The headteacher brings an enthusiasm that drives the school forward and views challenge and change as opportunities for progress and the opportunity for creating better life chances for the pupils in her care. This is a happy school whose aims for "excellence for all" result in rapid progress for all cohorts of pupils.

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The school is set out over two floors built around a wide central atrium known as 'The Street', with classrooms leading off from here. As the school has expanded from a First School to Primary, older pupils are housed in mobile classrooms in the grounds but are fully integrated into the life of the school. There are excellent facilities for outdoor learning, indoor and outdoor sports and the delivery of a broad and balanced curriculum.

Classrooms are vibrant centers of learning, demonstrating high standards of work in a relaxed environment. ICT is well resourced and gives access to high quality provision. Foundation Stage pupils have their own outdoor classrooms and were observed enjoying their imaginative role play areas and working creatively, demonstrating curiosity, confidence and cooperation. They were ably supported by teachers and TA's, getting them off to a good start in learning habits.

The environment is vibrant with displays of pupils' work and resources to support play, creativity and physical development. Large photographs of pupils engaged in a rich and varied curriculum line the walls, demonstrating to children that they are valued. Exciting trips, author visits, guest speakers and performances enhance the curriculum. The impact of this is reflected in pupil displays, including examples of SEN work, in workbooks and in the higher than average standards all groups of children achieve.

A Governor stated, "In this school, the children say it all." Indeed, pupils had much to say about their love of learning, but it is obvious that children are also taught to care, to think about others and ask what they can do to help. There are inspirational quotes as part of a display based around the novel 'Wonder' in the Year 5 classroom. Pupils here were eager to talk about how they had been taught to think differently about treating others in life and how in this school they would be welcoming of differences. Similarly, in Year 6 pupils display compliments about one another, which are affirming and show acceptance of everyone. Values are important within this school and this has undoubtedly helped to develop the characteristics pupils display, of fairness, justice, kindness, respect, friendship and tolerance. The strong and experienced team are highly committed to providing a safe, enabling and highly supportive environment for the pupils in their care, encouraging the next generation to be critical thinkers so that they can challenge injustice and 'break the mould' to create a better future.

British Values are displayed throughout school and taught from the earliest stages as pupils learn about and celebrate similarities and differences between religions and cultures; they are helped to understand about rules and democracy and mutual respect, for example, a debate which took place in the year six classroom saw pupils discussing gender stereotypes with maturity. They listened respectfully to one another, thought critically about statements offered and presented opinions articulately. The teacher facilitated skillfully, encouraging participation by all.

There is a calm, happy, purposeful atmosphere within all classes and the learning environment is of a high standard. 'The Street' is busy with break out groups of children catching up with their peers, diligently engaged in tasks with Teaching Assistants. Pupils move around school quietly and calmly, demonstrating excellent manners and respect for those who may be working. Children are happy to come to school and to talk to visitors about their positive experiences. They describe their teachers in very

positive terms, with comments such as “All of the teachers want you to do your best and will give you all the help you need” and “The best thing about this school is the teachers, the clubs and the lessons and my friends.”

Children are enthusiastic about learning, their behaviour in classes and around school is impeccable. They speak confidently about the enjoyment they have while learning and are proud to belong here. One child said, “It’s just like a family here, everyone looks after you and keeps you safe.” They are aware of their targets in learning and work hard for their teachers, being motivated by the interests presented in the curriculum and the many ways of being recognised through the school’s reward system. The school offers a wide range of extra-curricular activities from team and individual sports, forest club, Glee club, book club, dance club, gardening club as well as many others. A unique level of support for sporting activities is provided which is geared towards finding the talent within everyone and allowing all to experience success. Pupils spoke enthusiastically about the many competitive challenges they can access in sporting and curriculum areas and are rightly proud of their many recent successes, for example in golf, team sports and mathematics. These events and joint visits also serve to ensure that the pupils know their partnership peers in other schools, enjoying residential visits together, SSP events and an international trip to France.

Ponteland Primary takes account of pupil voice. There are many opportunities given to pupils to hold positions of responsibility and to make positive contributions. A pupil representative explained, “Our job is to try and make the school even better than it is now.” The School Council meets regularly to discuss pupil suggestions and was instrumental in making changes to school lunches. They have their own communications board where suggestions are shared and meeting minutes are available to view. ECO Team creates its own displays which are informative and encourage others to think carefully about the issues faced. As a Green Flag school, they are responsible and proactive; writing letters in support of change, delivering assemblies, recycling and being champions of biodiversity, keen to look after the future. Peer mediators and buddies help make playtimes safe and happy ensuring that all children are included. Playtime and lunchtimes demonstrated how well pupils get on and look after one another. Pupils say they feel safe in school. Children who had joined the school in later years told of coming to Ponteland Primary and feeling welcome and ready to learn in a friendly, supportive environment. One pupil said, “I was bullied in my last school for a long time, but here there are no bullies and I’ve got lots of friends.” Teachers are consistent in their approach to implementing policy and ensuring anti-bullying is given a high focus.

Teachers are held in high respect because they put children first and treat them as individuals. Staff are passionate about learning, being lead learners themselves. They are keen to network and collaborate, share skills and learn from one another. Strong leadership ensures that this is nurtured and skills are utilised effectively. Action Research is an innovative feature of the learning environment, staff use data to raise questions they wish to explore further within their classroom, implementing changes to improve methods which result in transformative change. They are positive role models for pupils, demonstrating team work and respect for one another and are relentless in their pursuit of excellence. Currently staff are working with the Inspire Partnership to

develop the curriculum, selecting to adopt Oxfam's Education for Global Citizenship principles which are in line with their own values.

The SENDCO and her team support staff with strategies and assistive resources including ICT to help individuals experience success. Early concern referrals mean that pupils' needs are addressed swiftly and that discussions take place about provision of resources, high quality teaching and appropriate interventions. This early identification is very important to ensure that all children are included, barriers to learning are picked up through different contexts and steps are taken to address these. Strategies are monitored for impact and reviewed frequently. TA's who deliver interventions do so with patience, humor and discretion so that pupils feel supported. One parent told me that her son was always happy to access interventions, never feeling he was missing out on anything, "He came on so much and staff were always flexible to meet his needs, really developing his confidence." The SEND team has developed solid networks which are able to offer the appropriate advice and guidance for the issues faced and is making strong partnerships across the Trust.

The Parent Support Advisor provides an invaluable service in identifying and understanding the challenges children and their families face. Her knowledge of the community, the skill and experience she brings is instrumental at removing barriers and the interventions and therapies provided have a positive impact on children's mental health and sense of well-being. Families are given the support they need and are signposted to a wide range of external agencies. Good strategies for improving attendance are in place.

Governors are proud of the inclusiveness of their school which offers effective provision in meeting children's needs and a school ethos where everyone is treated equally, "Every child has a part to play in this school's success." They are very knowledgeable about where the school is and what it needs to do to be even better, due to the excellent methods of communication and information sharing. They are highly experienced bringing a strong business and educational skill set and make valuable contributions to the success of the school. They are visible and active in policy making, helping the school make changes and are fully behind the high aspirations of the staff, for example being supportive of staff CPD and Action Research. One Governor described staff as being "secure enough to take risks, confident enough to ensure success." Governors for Safeguarding and Pupil Premium keep up to date with training so that they can offer frequent challenge and support in order to ensure the efficacy of systems in school. "Staff are amazing, they are so nurturing and nothing is too much trouble", parents describe the school as having strong, open channels of communication which ensure they are kept informed of school life. They enjoy coming into school for the many open events, stay and play and information sessions they hold and are confident that staff will deal with any problems should they arise. Frequent assemblies provide a showcase for children's achievements, with 'every child playing a part'. Strong induction and purposeful links are created between home and school so that parents feel part of the family that is Ponteland Primary. They speak highly of transition arrangements which prepare children for change. They say they feel listened to and the SEND support and interventions offered are always shared so that they can also support their child. One parent whose child had joined the school late, spoke highly of the welcome received and

the support given to help her child settle and thrive, “This school really made a difference, I can’t praise them enough.”

Parents feel that children’s confidence has been enhanced by the many extra-curricular clubs and sports offered. They say staff are approachable and are described as “always going the extra mile” for children. This ensures parents trust the school and are keen to give back. There is a supportive Parents’ Association which raises funds and organises social events for all children, parents and wider family members.

Local businesses are very supportive of the school and they have developed excellent links with the local community. Staff are skilled in encouraging positive contribution, helping pupils learn about and consider those less fortunate than themselves for example engaging visitors from the Newcastle People’s Kitchen to talk about the work they do, then encouraging pupils to support the homeless. Parents and children raise money for Children’s Cancer fund by participating in the annual fun run held locally and have also supported Tynedale Hospice, St Oswald’s and Action Aid. The School Council and ECO Club are instrumental in maintaining community links, such as engaging in litter picks in Ponteland. The local vicar makes visits to deliver assemblies and pupils go out to visit Ponteland Methodist Church.

Sports organisations from the local area visit school to run specialised PE sessions as well as extra-curricular clubs in many sporting aspects, links have been formed with Cramlington Rockets Rugby and NUFC Foundation. Aspire 2 Change Day sees professionals visit to talk about how they impact on big issues such as recycling, renewable energy, homelessness etc. Pupils have forged links with residents at various care homes in the area to build good relationships. The choir sings at various events in the local community including Newcastle Airport, raising money for Newcastle Foundation and the entertaining local care homes. As lead school for School Direct Teacher Training in the MAT partnership, links are well established with Northumbria University.

Additionally, the school works closely with all other schools in the Academy Trust accessing joint training, sharing ideas and moderating standards across the schools. Ponteland Primary School is the proud recipient of many quality marks and awards, which include Primary Science Mark, NAACE ICT accreditation, Anti-Bullying accreditation, Eco School Green Flag award, is a Healthy School with Health and Well-being certification and has the Gold level for Sainsbury’s School Games Award.

As the school prepares for further exciting change in 2020, moving in to a new multi-use building which will incorporate Ponteland Leisure Centre, Ponteland High School and Ponteland Primary School there will be opportunity for seamless coordination with these providers, also placing the school in a strong position to share its inclusive practices across the schools within the Pele Trust.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. The areas requiring development are those already identified by the school and discussed over the assessment.

I also recommend that the school consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of Centre of Excellence documentation and be subject to annual review from this point forward.

Assessor: Lesley Colthart

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Portfolio of Evidence:-

- IQM Self Evaluation;
- Website;
- Policies;
- Data, monitoring and tracking evidence;
- Discussion with Headteacher, Inclusion Lead, SENDCO;
- Discussion with Behaviour and Parent Support Advisor;
- Learning Walks;
- Book Scrutiny;
- Interview with parents;
- Interview with GB members including chair;
- Interview with pupils including School Council and ECO Club representatives;
- Observation of Assembly;
- Lunchtime and playtime observations and informal chat with pupils.



Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- From the Head's greeting at the reception office to the consideration of the caretaker at the end of the visit, staff ensure everyone feels welcome.
- The energy, drive and ambition of the Headteacher and her team creates a clear vision which is shared by all.
- Leadership has a strong commitment towards engaging in Action Research and nationally recognised qualifications such as NPQSL. Senior Leaders have created a strong culture of professional trust.
- The Behaviour and Parent Support Advisor is well trained and highly supportive of inclusive practice.
- Teachers and teaching assistants are trained in the Team Teach approach and are skilled at positive behaviour management strategies.
- The inclusive ethos is shared through the policies and practices of the school and reflect the high expectations for all. These are well communicated and bought into by all.
- Safeguarding procedures are strong and issues are dealt with effectively. The use of CPOMS enhances this.
- Children say they feel very safe and the environment, both indoors and out it is secure, exciting and enabling.
- High quality CPD demonstrates how staff are valued and this can be seen in the stability of staff and Governors.
- CPD specifically to support inclusion has been undertaken, for example, Autism training, ADHD training, Makaton, colourful semantics and speech and language aspects.
- The school has recently accessed Stonewall Training for both staff and Governors.
- The building is accessible and disability friendly with lift access and accessible toilets throughout school.
- Families have access to breakfast and after school club on site.
- External agencies work closely with the school to support the work of the SENDCO and Behaviour/Parent Support Advisor, for example, Speech and Language, Educational Psychologist, CAMHs, PHN, Early Intervention Hub, Winston's Wish, Bereavement counsellors and Social Care teams.



- Classrooms are well resourced with accessible equipment and a good range of displays which support learning as well as celebrating pupils' achievements.
- Children with additional needs access a range of special resources to support them in their day to day activities, such as a pencil grip, 'wobble cushion', angle boards, regulation station and assistive ICT etc. Staff are also Makaton trained.
- The mechanisms employed by the school to listen to its pupils are well embedded and pupils are clear about where and how to seek help.
- Specially trained lunchtime supervisors are vigilant, monitoring particular individuals to encourage inclusion in games and playground activities, the peer mentor system ensures everyone is included, particularly over playtime and lunchtime.
- The range of extra-curricular activities offered before, during and after school is exemplary and is planned to suit all need and to give all children the opportunity to attend.
- Teams are very supportive and draw on the expertise and experience of each other. Teachers and TA's work seamlessly together to support vulnerable pupils, helping them make appropriate gains and catch up with their peers.
- Parents are given induction meetings before pupils start school then are offered Stay and Play sessions to help them learn more about the school and help their child.
- Transition to Secondary provision is well planned, particularly for pupils with SEND in ensuring that key information, strategies and resources are in place in readiness to meet a child's individual needs. Staff are diligent in ensuring a smooth start for pupils. In school transition is also successful in preparing pupils for moving through school.
- Pupils are identified swiftly for interventions and these are carried out effectively by experienced TA's. Children are well supported one to one or within small groups which helps them close learning gaps.
- SEN Pupil Passports which identify targets, quality first teaching and individual support give personalised plans for pupils leading to constructive pupil progress meetings and review.

Areas for Development:-

- Maintain the strong commitment to inclusion for all monitoring impact and, creating systems and processes to communicate these further within school and across the partnership.
- Further identify and develop specific successful programmes in support of inclusive practice within SEND and mental health.



Element 2-The Learning Environment, Resources and ICT

Strengths:-

- The building is immaculately presented and cared for by everyone, the exemplary behaviour of children helps maintain high standards.
- The school uses indoor space well to create break out and intervention areas, 'the street' is an invaluable resource for this.
- Early Years pupils have access to a rich environment indoors and out. Staff imaginatively support child-initiated learning and provide many opportunities for encouraging curiosity, cooperation and independence.
- Celebrations of achievement recognise success at all levels and each class has imaginative ways of motivating and rewarding pupils.
- ICT is available and accessible to all. The school has invested in Chromebooks and iPads to give swift access and enable cross curricular links as well as PCs and digital resources throughout school to improve outcomes in attainment. Strong subject leadership has resulted in the school achieving the NAACE ICT accreditation.
- The website gives access to IT based support and the school uses specific programs to enhance learning such as MyMaths and Lexia.
- Pupils are very well prepared for life in modern Britain and pupils are given many opportunities to talk about aspects of British Values as well as the school's own value statements.
- Resources are easily accessed, working walls, displays and resources on table tops increase pupils' independence. These include prompts for vocabulary and number, phonics and spellings.
- The wooded and pond area is an asset to the school. The school has invested in Forest School training for staff to use this to its best advantage. Outdoors is spacious and well-resourced for games, sports and quiet contemplation. A garden area helps pupils learn about growing.
- Reading material can be seen everywhere, it is inviting and inclusive. Reciprocal reading encourages reading for pleasure and helps school maintain their high standards for all groups.
- The school regularly uses community resources, such as holding cookery club in the local Italian restaurant. It has made excellent links with the locality and further afield to enrich aspects of the curriculum through trips and residential visits, both at home and abroad.



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- Staff actively research curriculum programmes which will have impact, for example, Read Write Inc is supporting the most vulnerable learners in reading, phonics and spelling.
- Internet safety is well developed and is a focus throughout school and on the website, where advice, information and rules are displayed and understood by pupils and parents. The school is a Kidsafe registered school which is able to deliver specialised age appropriate safeguarding programmes to empower and equip children with the skills needed to protect themselves.

Areas for Development:-

- Expand the use of the wooded area for all year groups utilising the skills of trained and qualified staff, sharing the resource with Schools Direct and partnership schools.
- Continue to source interventions and deliver programmes which will help remove barriers to learning and support good mental health to be able to advise others within the partnership and beyond.



Element 3 – Learner Attitudes, Values and Personal Development

Strengths:-

“Pupils’ behaviour is excellent (They) behave extremely well inside the classroom, on the playground and around the school” Ofsted February 2017.

- The behaviour and attitudes of pupils towards their learning is exemplary. Children are friendly and welcoming and have enormous respect for their teachers.
- Classes are calm and cooperative; children listen attentively but are also able to have fun. Within lessons older pupils contribute politely, they debate sensibly, are articulate and respectful of the opinions of others.
- In Early Years children play and learn cooperatively, are happy and confident showing independence and well-developed social skills.
- Anti-bullying has a strong focus and pupil displays around school show children’s commitment to maintaining a safe environment. The school holds the Anti-bullying award.
- E-safety is delivered to all pupils and the website gives clear information about how to stay safe.
- The ‘Blue Box’ system allows pupils to alert the Behaviour Support Advisor to any issues and they are confident that any problems will be addressed swiftly.
- Peer mentors and buddies in the yard make sure other children aren’t isolated and are included in play.
- Marking and feedback given is effective in encouraging pupils to see where they can improve, helping them to reflect on learning objectives and teachers are swift to intervene where there are misconceptions, this helps pupils move on at pace.
- Assemblies provide a platform for the school to help pupils understand values and to reflect on behaviour and personal development. ‘Breaking the Mould’ was one such theme observed which explored gender equality, encouraging tolerance and understanding of diversity. This, alongside PSHCE help pupils develop empathy and understanding as well as the ability to solve conflict. A pupil said, “You won’t see bullies here because we can all get along.”
- The range of opportunities for pupils to represent the school in sporting, academic, musical or creative activities are appreciated by pupils and parents. Pupil Premium supports with this aim.
- The school operates many innovative reward and recognition systems for achievement, attendance, contribution, kindness, effort etc which supports the ethos and develops positive attitudes.



- Attendance is given high priority and profile within school with parents and pupils themselves being very aware of the importance of this. Strong policy underpins good practice.
- The many displays around school demonstrate pupils' understanding of global as well as local issues and show the positive contribution made by groups and individuals. The ECO board was one such example.
- The many roles and jobs given to pupils across school helps children develop character and confidence. They undertake these tasks with pride, responsibility and maturity. There is a strong schools' council, ECO Club, playground buddies, peer mediators etc as well as less formal methods of making positive contributions towards school improvement.
- Ponteland Primary's Aspire 2 Change Day - professionals come into school to talk about different changes they can make in the world. This inspires children to become passionate about issues on which they can impact. School Council and Eco Council are determined to make these changes now and, in the future, e.g. recycling, reduction in single use plastic, renewable energy, homelessness and water pollution.

Areas for Development:-

- Implement the Oxfam Global Citizenship curriculum across school making links with the Inspire Partnership and schools further afield who have implemented this successfully. Weave Oxfam Global Citizenship values of social justice and equity, identity and diversity, globalisation and interdependence, sustainable development, peace and conflict, human rights and power and governance throughout curriculum, this will support the strong focus given to pupil mental health and wellbeing.



Element 4 – Learner Progress and Impact on Learning

Strengths:-

- Relationships between staff and pupils is outstanding resulting in progress and achievement which is above the National average in all areas.
- Key Stage Reports are produced - data is analysed by the Key Stage Leader to decide next steps for children.
- Interventions and teaching strategies are selected for their positive impact on outcomes. TA's provide excellent support in this area.
- Through use of Target Stickers, children are clear about their targets and are able to self-assess.
- Leaders closely monitor learner attainment and progress across each year group. Reports are created with percentages for each learner characteristic to closely track all cohorts and vulnerable groups.
- Moderation takes place across the Trust and the school has experienced moderators.
- Pupils are given effective induction so that teachers can get to know them as individual learners. This is particularly effective for pupils who join from other schools who often make rapid catch up.
- The use of Tapestry in the Reception class keeps parents well informed and allows for dialogue between home and school.
- CPD is carefully planned to address school improvement, to create a skilled workforce and to meet the need of pupils. Reciprocal reading training has been implemented across school and the school engages with the North East Maths Hub to impact on successful teaching approaches.
- Induction for School Direct students and new staff is well planned, helping them be fully conversant with policy, practice, aims and vision and be better able to support pupils towards high standards.
- Detailed individual plans and pathways are created for pupils with SEN and disabilities.
- Read Write Inc has had a very positive impact from the start of implementation and is used as intervention to ensure gaps are closed. This, alongside Letters and Sounds ensures children are blending and segmenting with confidence and writing independently from an early stage.



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- The wide and balanced range of extracurricular activities is planned to meet pupil interest, giving them opportunity to represent at a high level within their community and beyond.
- The school is also committed to widening aspirations through trips, residential, visiting speakers and cultural opportunities, including trips abroad.

Areas for Development:-

- Implement Oxfam's Global Citizenship curriculum supporting Subject Leaders and future Key Stage Leaders to track progress closely, in all subjects across school, monitoring for impact.
- With the removal of P Scales begin to implement Pre-Key Stage standards to raise aspirations, capture the positive achievements of pupils and better reflect classroom practice.



Element 5 – Learning and Teaching (Monitoring)

Strengths:-

- Performance Management Impacts on the strategic direction of the school and ensures teaching is consistently good. It is monitored at least three times a year formally and further supported through informal discussion. School Improvement visits confirm that teaching is good or better in 100% of lessons.
- Staff use effective monitoring systems and processes to track pupil progress diligently. Work scrutiny, marking and feedback and monitoring of the effectiveness of interventions take place frequently.
- Leadership actively promotes creative thinking and innovation within learning, Action Research is a strength of the school.
- Attainment at the end of EYFS, Y1 phonics, KS1 and KS2 is consistently above average as is progress.
- Frequent feedback is given by teachers and TA's and marking leaves pupils clear in what and how they can improve.
- Tapestry is used effectively as a tool to record and monitor pupil progress in the EYFS , maintain parental links and helps build up a clear picture of learning.
- Data is analysed for impact and ensures disadvantaged pupils achieve well and that gaps are helped to close. Leadership and Governance have a clear line of sight on the use of Pupil Premium and deploy this effectively to meet pupil needs.
- Sports Premium spend is well deployed and monitored to provide an exciting range of opportunities and ensures access for all.
- Strong and successful procedures are in place for monitoring behaviour, safeguarding and attendance. This is enhanced by the use of CPOMS.
- Teams collaborate well to plan the curriculum and share ideas and innovations. Teaching staff map National Curriculum objectives across each term to fit with topics to be taught and suit the needs of the current cohort including SEN, pupil premium.
- The wooded area is used weekly for EYFS children and to fit with topic-based learning in KS1 and KS2 impacting on core and foundation subjects as well as mental health and well-being.



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Areas for Development:-

- Embed the Oxfam Global Citizenship approach to the curriculum so that it is consistent across the school. Monitor, track and evaluate frequently for success.
- Ensure progress for disadvantaged pupils is given high priority to further achieve GDS for those in receipt of PP.



Element 6 – Parents, Carers and Guardians

Strengths:-

- Parents hold the school in high regard, are very supportive of the aims and ethos and appreciate the open-door policy. This is a strong partnership.
- Parents feel the staff in school know their child as an individual and do all they can to help them thrive. One parent said, “Every child has a part to play in this school and the staff go out of their way to make sure everyone is included.”
- Tapestry allows parents to view and share information about their child in the foundation stage and it continues to support during initial transition to Year 1.
- There is an active PTFA who are keen fundraisers for the school and who engage children and families in social and fundraising events. They use social media to communicate.
- Parents speak highly of the support strategies in school and the way the whole school works as a team to help find the best approach. Parents appreciate the close partnership between SENDCO, PSA and teachers. One parent said, “Staff were amazing with my boy, so nurturing and ensuring he missed nothing.”
- Parents say there are good processes in place for induction and transition which help them prepare their child for change.
- The school provides many opportunities for parents to come in to school to view pupil achievement and join in with celebrations. Assemblies and Open Week are well attended and parents engage in all that the school does.
- Communications are highly effective. As well as the website the school uses Twitter to communicate. MAT consultation meetings kept an open forum for change and they are equally kept up to date with new building progress.
- Parents are involved in the Aspire 2 Change week and have a great many skills and experiences to share with pupils which enhance the aspirations of the children.
- Parents are consulted frequently through the use of Survey Monkey.

Areas for Development:-

- Continue to seek parent views as change becomes imminent to ensure smooth transition for all children and their families.



Element 7 – Governing Body and Management: External Accountability/Support

Strengths:-

“Governors are skillful and effective. Their calm determination to support leaders in providing a high-quality standard of education is reflected in their thorough analysis of reports provided by leaders” Ofsted February 2017.

- Governors are highly experienced and bring a wide range of skills to the role. Some of them are long serving and have supported the school through its many changes, embracing each challenge. They have a thorough knowledge of strengths and weaknesses and are confident to challenge, setting the strategic direction of the school.
- Governors lead by example and have created a strong culture of professional trust. A Governor stated, “We are lucky to have the staff we have, who push for the best.” They are keen to look outwards to benefit the school, encouraging strong partnerships.
- Governors all have a specialist area of expertise for example staff governor, finance expert, parent governor as well as subject areas. Pupil Premium, SEND and Safeguarding have designated Governors, they work closely with leaders to discuss current priorities and monitor spending plans for impact.
- Governors access regular training to keep children safe in education, for example in Safeguarding training and Prevent. They attend Schools North East Governor Conferences.
- Governors are involved in evaluating all aspects of school improvement and are diligent at bringing the views of the community, for example when considering nursery organisation and sessions offered to parents.
- Governors consult regularly to seek views and act upon them for the benefit of pupils and families. They value the views of staff, children and parents. Consultation takes place through a variety of methods including the use of online surveys.
- Governor visits are frequent, giving them a clear overview of the effectiveness of the school development plan. The curriculum is monitored for inclusive provision and for access and equality. Every Child Matters is still important to Governors.
- Recruitment and retention are effectively managed. Governors are astute at identifying the right people who will impact positively on pupil outcomes and embrace the aspirational ethos of the school.

Areas for Development:-

- Strengthen relations with Governing bodies of other schools within Pele Trust to share practice throughout the MAT.



Element 8 – The School in the Community and how this Supports Inclusion

Strengths:-

- The reputation of the school within its community is strong, having created many opportunities for the school to make positive contributions as well as receiving support from partnerships. School has built strong relationships with local business
- The school is part of the Pele Trust and is developing within this partnership, engaging in partnership meetings and training sessions as a MAT.
- As a lead school for teacher training offering places through School Direct, the partnership with Northumbria University is well established.
- As part of the Ponteland Partnership and Pele Trust the school shares ideas with others and is involved in moderation across the schools.
- The school employs specialisms in MFL, Music and Sports who share expertise with staff.
- The sports coordinator has established excellent networks of links with many clubs and providers. Community links and sporting opportunities are enhanced through links for example with Cramlington Rockets Rugby and NUFC Foundation as well as Ponteland Leisure Centre
- Ponteland Primary School is the lead school in The Wider Ponteland Partnership School Direct route into teaching, work in partnership with Northumbria University. Over 40 graduates have been trained recently to become teachers through placement in school. This ensures a strong succession plan across the Trust.
- The school celebrates its growing cultural diversity, and there are strong links with the local church and faith community.
- Well established links with local child minders who provide consistent Child Care enables the school to offer wrap-around care for families.
- The school actively raises funds for many charities and supports national and local fundraising initiatives for example raising funds for the Peoples' Kitchen, Children in Need, Tynedale Hospice Children's Cancer Run, St Oswald's and many more.

Areas for Development:-

- As the school prepares for change, continue to consult and engage with local and wider community and locality using this an excellent resource to further enhance the curriculum.