



28th May 2018

Mr Geoff Fitzpatrick
Head Teacher
Newfield School
Old Bank Lane
Blackburn
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Date of Review: 11th May 2018

Summary

Flagship Status Targets as agreed 2017 review

1. To produce a strategic plan for the opening, development and future proofing of the new ASD provision.
2. Continued contribution to UNICEF and RRSA with pupils continued development of the steering group and sharing good practice around children's rights.
3. Use specific assessment for areas of needs where pupils may not demonstrate progress in conventional ways.
4. Develop quality assurance processes for care and wellbeing therapies/tasks.
5. Develop a bespoke support offer to individual families based on need.

The school has submitted careful and comprehensive evaluations of their progress with the above targets and during my visit to the school I was able to meet with staff members with responsibilities for each of the key areas.

Progress towards meeting the targets agreed in 2017 has been outstanding. As outlined above, the new school provision will be an example of expert design, planning and resourcing meeting the needs of future students. Part of the target was to ensure "future proofing" of the provision and I was impressed by the quality of the build and internal fixtures. The teaching and communal spaces are large and airy with careful attention being given to the shape of the internal spaces and the decoration. State of the art technology is being installed not only to provide quality teaching resources, but also to ensure the environment contributes to the learning experience. Heating, lighting and ventilation have all been considered in the development of the building.

The school has continued its collaborative work with its support of projects in Africa and visits to Kenya, links with Queens Lodge nursing home (singing and a presentation

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about Fairtrade) and has also been reaccredited at Gold level with the Rights Respecting School Award (RRSA).

(Gold award: Rights Respecting is the highest stage of the Rights Respecting Schools Award (after Bronze: Rights Committed and Silver: Rights Aware). It is granted by Unicef UK to schools that have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands.)

I was able to verify the accuracy of the evaluations made by the school in all other targets through my discussions with key staff members. The school has made some significant changes to job titles and job descriptions in order to clarify roles and to provide higher levels of care and expertise. TA 1's have now been designated Education Health Care and Well Being Assistants to better reflect the role played within the school. Specific training has also been provided to meet the requirements of the role changes. The school excels in its multi professional approach to teaching and learning. The school nursing team, physiotherapists, occupational therapist and Speech and Language Therapists together with teaching and support staff all collaborate in providing the very best possible support and advice for students and parents.

As part of their ongoing and meticulous approach to recording, tracking and monitoring of pupil progress the school is now using the App. "Evidence for Learning".

(www.evidenceforlearning.net)

Evidence for Learning: "It lets you define, create and use Assessment Schemas so that you can perform summative assessment with your frameworks – integrated with the evidence already gathered and formative assessment tools built into Evidence for Learning.

So instead of simply being able to link evidence and observations against individual statements within your framework, you can also record professional judgements reflecting on the depth of learning, mastery, competence or context, level of support, etc... using your own defined scale or continuum. You can define and assess up to 5 independent aspects for each assessable outcome (Assessment Item).

The assessment data can then be exported as a csv/spreadsheet for data and cohort analysis."

The school has maintained and developed its practice within all 8 elements of the IQM award and Newfield continues to be an active member of the NWSAG and currently working on assessment for learners who are learning at a 'Non-Subject Specific' level. The school has also developed and maintained links with The Loyne Specialist School, Lancaster.

Particular features brought to my attention during my visit are the developments the school has made to improve and extend the support offered to families. The newly appointed deputy head has taken on the role of Parent Liaison and is working hard to increase the numbers of parents directly involved in the education of their sons and



daughters. As noted in the documentation, specific workshops are being offered to parents. Pediatricians are part of this support role and even the school admin team are involved with the workshops and share information with the local SENCO groups.

I was very sad to hear of the headteachers recent illness and I wish him a very speedy recovery. Meanwhile the two deputy headteachers have stepped up to cover the absence. It is particularly disappointing for the head with the imminent opening (September) of the new Autism School which I know has been a focus for the head and whole school staff over a number of years. Considerable planning and design has gone into what is now a fabulous provision directly linked to Newfield School.

I was very privileged to have been given an escorted tour of the new school provision during my visit. It is clear that the school staff, architects and local authority have worked carefully together and have produced a state of the art building equipped to meet the complex needs of the students who will be attending from September. Not only has consideration been given to the interior design, classroom size, storage, meeting areas, specialist teaching provision, heating and ventilation, the outside spaces will enable students to utilise outside learning, play and relaxation. The whole site has been professionally landscaped, car parking and access has been redesigned to allow “through movement” of taxis, mini busses and visitors. The new build is blending in superbly with the existing building and I understand that plans are now in place to undertake some refurbishment work to the original school building, which should be pointed out, has been kept in an immaculate state of repair and decoration. Staff and students clearly respect and value the exceptional teaching and learning environment provided by Newfields.

I strongly support and recommend that Newfield School retains its IQM Flagship status and be reassessed in 12 months’ time.

Assessor: Dave Stott

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Future Inclusive Plans:

The school has submitted a comprehensive action plan for 2018-19 covering three main aspects:-

1. Review and implement all aspects of current ASD provision (including Professional Learning for staff) to ensure robust, effective practice is in place in the new ASD provision (opening September 2018) for the academic year 2018-19.
2. Working collaboratively with other SEND provision in BwD to develop Wellbeing of pupils and staff - introducing framework of 'Wellbeing Award for Schools' to support school to develop and evidence how it works to support wellbeing and mental health of pupils and staff.
3. To ensure assessment for learning remains appropriate, fit for purpose and informs planning with opportunities for pupils to recognise and celebrate their achievements, built into the teaching and learning through implementation of the Rochford recommendations.

From my knowledge of the school's expertise and commitment I have no doubts whatsoever that key target 3 will remain high on the school's action plan for the coming 12 months and will be a part of the school's work.

In respect of the criteria of an Inclusion Quality Mark Flagship School:-

"The principle of the Flagship School idea is that an individual school can further its work in Inclusion through internal research activities.

A Flagship School will determine for themselves who will be involved and the direction in which they choose to make progress. There is still the opportunity to work alongside other schools in an area, with the others acting as a Centre of Excellence."

I would recommend that the school focusses on targets 1 and 2 on its Inclusion work "through internal research activities."

The opening and subsequent development of the new school will have particular importance and interest for many other schools and providers, not least those schools which partner Newfields within the IQM cluster groups.

All three targets have been allocated clear time frames and key staff have been named for specific responsibilities. The introduction of a framework for Well Being Award for Schools and how schools develop evidence will be a defining factor and key development for the school as a Flagship.

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