



## Annual Evaluation for the IQM Flagship Project



<b>School:</b>	Newfield School
<b>Head/Principal:</b>	Mr Rik Robinson
<b>IQM Lead:</b>	Ms Jenny Riley
<b>Date of Review:</b>	19 <sup>th</sup> May 2021
<b>Assessor:</b>	Steve Gill

### **IQM Cluster Programme**

Cluster Group:	CIN NW
Ambassador:	Steve Gill
Date of Next Meeting:	1 <sup>st</sup> July 2021

Next Cluster Group Meeting Focus: Transition programmes, literacy support plugging the gaps with regards to low reading ages and "Catch Up" programmes.

**Sources of Evidence during IQM Review Day:** This review was conducted remotely using Teams. Prior to the day, documentary evidence related to inclusion and the school's Flagship status was reviewed. I was able to scrutinise a wealth of information, photographs, videos, and documents prior to and during the review. The school submitted comprehensive documentation of their evaluation of progress and during the online review the next Flagship Project for 2021 - 22 were discussed in detail and agreed.

Discussions during the review with members of the school community included the following:

- Headteacher
- Deputy Headteacher School for SEND & IQM Lead
- Deputy Headteacher School for Autism
- Assistant Headteacher School for SEND
- Assistant Headteacher School for Autism
- Teacher – Linking School Project
- Teacher – TLR Autism, Training & Development
- Teacher TLR Autism, Satellite Provision Lead
- Teacher TLR Autism Curriculum Lead
- Art Co-ordinator
- HLTA



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### Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year were based on the ongoing project focus of '*Strengthening Links to Local Communities*', increasing community involvement, eliminating barriers, increasing community links and pride, and understanding of Newfield School and children and young people with disabilities. Unfortunately, due to the pandemic, and Blackburn being under constant lockdown since March 2020, the school have been unable to address very much of their project focus. However, they have continued to link with Queen's Lodge via artwork at Christmas time, have maintained links with the school orphanage in Kenya and the regional schools – Seashell Trust, Manchester and Chestnut Lodge, Widnes via email through the RRSA initiative. They have continued to develop their outreach offer during this difficult period by means of the home learning and support for parents and families and have linked with Magic Breakfast to ensure that a breakfast pack has been sent home weekly to all families who want it, and this has proved to be extremely popular.

This has facilitated better engagement from parents and families due to the schools increased online presence and regular phone/video conversations. Staff have been supported to develop the skills to deliver live and video sessions to enable learning at home to take place for the children with SEND, who cannot easily engage in the 'ordinary' type of remote learning due to additional, sensory, physical, cognitive, and indeed behavioural needs. Evidenced by: the Learning at Home section of the school website - <https://newfield.org.uk/information/for-parents/learning-at-home>, their YouTube channel - <https://www.youtube.com/c/newfieldschool> and Home Learning Action Plan.

The school has made good use of lockdown periods where they have run with fewer staff in school and this has meant that they have been able to facilitate a large programme of staff training and allowed staff time to develop their skills and knowledge, while working at home and staying safe. This has been of particular benefit for shielding staff who have been at home for an extended period.

Staff have also been able to continue their collaborative practice in terms of being an AET Training Hub, with the lead on this area, now appointed a TLR delivering training on Autism, not only to all staff in school, but to all schools within Blackburn with Darwin and she is now widening the delivery of the training to include social care and respite centres locally.

**Next Steps:** Newfield feel that the original project to strengthen links to the community is now more valid than ever. They will re-engage with the project when a return to normal will enable them to address the intended steps (Summer – September 2021) and positive outcomes from the original proposal. They will also begin to run their Satellite Autism Provision within Shadsworth Infants School with a TLR appointed to lead this development.



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### Agreed Actions for the Next Steps in the Flagship Project:

#### *'Strengthening Links to Local Communities.'*

With the objective of increasing community involvement; eliminating barriers, increasing community links and pride, and understanding of Newfield School and children and young people with disabilities the above project will be reshaped and restarted in September 2021 and will continue to evolve over the next review period through the following actions.

Pupils will re-engage in enterprise and work experience in Blackburn market, actively making disability more visible in the town, promoting awareness of Newfield and a better understanding of its role in the community and the School for Autism pupils will join the SEND school pupils at the market on the school's stall and take part alongside them running it, in setting it up and selling to the public.

Work experience opportunities will promote inclusion and employment for pupils of Newfield, make opportunities for work experience with meaningful placements and support. The school will enhance their staffing offer to ensure that they are able to deliver individual work placements for their older pupils.

Multiple events have previously been held at Queens Lodge Residential Home that have been organised with the purpose of bringing together all residents of Queens Lodge for shared community relationships and included the Choir, RRSA Group and school productions. It has been clearly shown that the residents benefit from spending time with young people, and vice versa. The school will re-engage with the home post pandemic and continue to engage with the residents in many interesting and diverse ways.

Newfield actively engage and involve parents in the life of the school to enable healthy behaviours and promote healthy families and they have continued to develop this partnership during the pandemic as far as possible. They hope to be able to invite parents back into school as soon as rules allow to share activities in class, run parental engagement sessions where they participate in activities with their children, provide courses for parents so that they are better informed and can support their children effectively. The school will further develop opportunities for parents as volunteers in school and further develop sessions for parents to take part in lessons and learning in school alongside their child and develop the role of Family Wellbeing Coordinators in both schools, family support groups, PTFA, focus groups etc.

The school will continue to develop links with a variety of post 19 providers so that pupils and families have a greater awareness of what is available after leaving Newfield and continue to work to improve the transition process from the school to post 19 provisions, for both pupils and parents. This will include the development of taster days at Blackburn college, continuing to develop the Transition event after its initial success and the development of the Family Wellbeing coordinators roles and duties.



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They will continue to deliver disability awareness to mainstream schools and offer to local businesses as and when this is allowed to build an understanding of disability demonstrating so much more than good practice. Promoting the fact that disability awareness is: - recognising diversity, promoting acceptance and respect. Increasing employment opportunities and providing a voice. Whilst also continuing to further develop training sessions for social care – Autism, Makaton, Communication.

Newfield will continue to provide opportunities for pupils to collaborate with pupils of similar ages and develop understanding of themselves and society through their excellent links with Stonyhurst and St Thomas' - wheelchair dancing, Buzzy Bees, EYFS. While also providing opportunities to learn in different environments and experience and understand differences and disability – '*diffability*'. They will maintain and evolve this link with schools and continue their involvement in the Linking Schools Project, while also developing the satellite provision for Autism at Shadsworth Infants School.

Newfield will continue to develop and formalise the work they have begun so successfully in terms of Autism support and outreach and training through their CPD training and development offer to other schools and providers via AET Hub and Autism TLR staff. This will include continuing to offer CPD and training opportunities in different settings within the community and wider afield; CPD support for staff from other settings such as visiting Newfield's facilities, spending time in class observing strategies such as visual supports and timetables, staff from the school providing outreach support, observing and offering advice for specific challenges in mainstream classes with children, developing a portfolio of traditional training, and delegating general staff training on specific topics such as Makaton, Communication, Disability Awareness, Autism Approaches. Newfield will continue to develop these roles in both SEND and Autism schools with staff being responsible for training and development.

**The Impact of the Cluster Group:** The school is an active, incredibly supportive and valued member of its cluster CIN NW having attended all eleven meetings so far and hosted a very successful meeting in November 2018. During the current pandemic, the school has been represented at all three online meetings on 19<sup>th</sup> November 2020, 4<sup>th</sup> February 2021 and 27<sup>th</sup> April 2021 that looked at models of remote learning packages used in other schools and student engagement in online learning, how it is measured, how students get feedback and schools support for staff MHWB in the current pandemic and contributed fully to each meeting sharing their practice with other settings.

### Overview

Newfield School is a multi-faith school maintained by Blackburn with Darwen Borough Council that provides the highest quality specialist education for children and young people aged 2 - 19 years. They pride themselves in meeting the needs of their students, who have a wide range of learning needs, including autism, complex medical needs, and sensory impairments. They achieve this in partnership with families and carers, providing advice and support, as they feel this is imperative. They promote a multi-disciplinary approach to the students' education and care that includes a full-time health care team - physiotherapists, occupational therapists, speech, and language therapists support and working collaboratively with a highly qualified and dedicated staff, while also liaising extensively with outside agencies to ensure all aspects of well-



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being for their student's lives are met. The school prides itself on superb pastoral care, actively promoting equality and diversity and is therefore an extremely welcoming, inclusive, and caring school. This is reinforced by their values *'Inspire, Support, Achieve, Together.'* Everyone at the school is fully committed to maximising the achievement of every pupil no matter their starting point. The school community should be justifiably proud of their success.

In terms of inclusion Newfield is a superb school in the widest possible sense. Inclusion, care, nurture, and support are the foundation of its approach and is ingrained in every aspect of the school Newfield is a setting that prides itself on providing the best for everyone who is involved and is a vibrant and friendly place to attend as a pupil and as a member of staff within a superb learning environment. The school's actions to care for its pupils and its staff in my judgement continues to be superb.

Discussions with key members of staff was extremely useful in confirming that the school continues to successfully address all eight elements of the IQM award. During the online review, a number of meetings were held with staff to discuss key aspects of the school and its inclusivity that was supported by documentary evidence to enhance and underpin discussions. This included both factual written information/evidence, photographic evidence and online videos from the schools YouTube channel showing staff and pupils involved in learning and a wide variety of activities that allowed a remote and highly positive picture of the school to be seen.

What stands out very clearly from this online review and the evidence of previous in-school reviews is the pride the staff feel in the way that they engage and work with each other, pupils, and families to more than meet need, going above and beyond what is expected. Achieved in partnership with pupils and families providing superb levels of advice and support, evidenced by the staff I spoke with and from previous online and in school reviews. Everyone at Newfield understands their role, in a setting where everyone is approachable and works in collaboration to achieve successful outcomes for all including families, staff and the community. Support for each other and collaboration are key to everything that happens here to ensure the best outcomes and that includes a superb focus on Mental Health and Well-Being for all. Staff pride themselves on their superb inclusivity, actively promoting equality and diversity and are committed to maximising the achievement of every pupil. The school and its community should be justifiably proud of their success in this respect, where no-one is left out or behind and where everyone is included.

It was a privilege to be involved in meetings and discussions with such passionate, dedicated, and enthusiastic staff, who see their role in education as a vocation where they are determined to change the lives of their pupils and their families for the better and give them the best possible chance to be active and positive participants in their community and the wider world. They are fully supported to achieve success and deliver outstanding support, care, and education in its broadest sense in a superbly inclusive setting with inspirational and aspirational leadership. They are very proud of what they have achieved since the beginning of the pandemic in identifying need and providing superb support given the challenges that they, pupils and families have faced. They were clear that, from this difficult and chaotic time, that even better parental



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relationships and engagement has evolved, and they continue to be proud to work in such a superbly inclusive and supportive setting.

Meetings with the Headteacher, Deputy Headteacher and IQM Lead set the scene for the review, focussed on how the school, its staff and its students had moved forward since the last review in terms of inclusion, the challenges and success over the last twelve months and an overview of the Flagship Project for 2020-21, including how they had had to adapt the project as a result of the pandemic and a brief discussion about the project for 2021-22 and the Autism Satellite provision that was attracting a wider audience from other authorities. Further meeting with the IQM Lead looked at the schools evolving link with Apple Trees who provide respite care for children and families in the local area who are allowing Newfield to use their outside space one morning per week with pupils and looked at how this link will continue to evolve; a brief conversation about the Satellite Provision at Shadsworth Infant School; professional development including the appointment of TLRs in the Autism School and a more detailed look at the FS project for 2021-22.

Subsequent meetings were held with the following: the Assistant Headteacher School for SEND, Teacher – TLR Autism, Training & Development and an HLTA to discuss outreach work, wellbeing and supporting the understanding of disability in the wider community. As well as the opportunity to discuss Autism outreach and support & training offered both internally and externally. The wide ranging and detailed conversations with these members of staff looked at the Autism support and training opportunities offered through the pandemic to staff in school and to the wider community and further afield using online platforms and how this will continue to expand and provide much needed support to more settings. Incredibly so far there have been over 200 opportunities delivered since the pandemic began providing much needed support and training. We were also able to discuss the school's recent achievement of the Wellbeing Award and how staff wellbeing has been a particular priority since March 2020, their link with Magic breakfasts; the community foodbank, links and work with the Seashell Trust and Chestnut Lodge, Widnes through RRSA and how they are starting to access the local community through careful planning and support from the Local Leisure Centre and Apple trees and other local community resources.

The meeting with the Deputy Headteacher for Autism, the teacher with TLR Autism Curriculum Lead, teacher with TLR Autism Satellite provision, teacher linking school project and the Art Coordinator looked at developments in the school for Autism since the last review including the development of the Autism Satellite Provision at Shadsworth Infant School, the Linking Network work and school projects and the Community Art Project. It was very clear from the different conversations during this meeting that the staff are all dedicated and passionate about their work at Newfield, but also about the various projects that they are involved with that make such a difference to the pupils and their families. It was humbling to listen to the efforts they have gone to and their continued commitment to providing outstanding support to their pupils through such wide-ranging and often innovative opportunities. It will be of great interest to see how the curriculum has developed and evolved over the next twelve months, how the linking network and projects have continued to evolve, see some of the



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artwork produced and displayed in the community; visit the Satellite provision and see it in action at the next in school review and talk to the staff and pupils involved.

It was a pleasure to revisit Newfield School to conduct their Flagship review, albeit through an online review. The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that the school fully meets the standard required by the Inclusion Quality Mark to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Steve Gill**

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

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