



22nd May 2019

Mr Geoff Fitzpatrick
Headteacher
Newfield School
Old Bank Lane
Blackburn
BB1 2PW

Flagship Review Date: 14th May 2019

Summary

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-being for their student's lives are met. At the time of the review there were 174 students on roll with average attendance over the year of 90% with no unauthorised absences recorded. A fantastic achievement and one that the school and its students and families should be proud of.

The school was deemed Outstanding in February 2016, with Ofsted stating, "The collective desire of all adults associated with the school to settle for nothing but the best is the added impetus behind the excellent achievement of pupils who attend Newfield School. Pupils' personal development is outstanding because adults' model superbly the school's values of 'Inspire, Support, Achieve, Together' in everything they do.

Underpinning the school's work is a 'person centred approach' in which the child's voice is the hub of any decisions made. Leaders and other adults have a clear picture of what is key in the life of each pupil. Leaders use this information effectively to build learning and care programmes which are matched precisely to pupils' specific needs." In my opinion, this superbly inclusive approach continues to underpin what is offered by the school today and is a key strength of the school. Newfield School holds a number of awards achieving The Leading Parent Partnership Award (LPPA) in September 2016 demonstrating the superb way in which they engage and work with parents, they have also been re-accredited at Gold level through UNICEF Rights Respecting School Award. The Gold award, Rights Respecting is the highest stage of the Award after Bronze: Rights Committed and Silver: Rights Aware. It is only granted by UNICEF UK to schools that

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have fully embedded children's rights throughout the school in its policies, practice and ethos, as outlined in the three RRSA Strands. A fantastic accolade for the work of the staff and students and the work they do collaboratively. The school has continued its collaborative work with and support of the 'Love for Kenya Charity', and it has been involved in developing links with Shangilia School and Children's Home in Kenya. Where staff from both settings have visited and each other and have worked on projects together. Newfield also continues to collaborate and link with the local community such as Queens Lodge Care home where students regularly visit to interact with the residents singing and playing games. They have on-going links with Big Blue Door, a centre where children and young adults with disabilities can receive respite care and support; Purple Patch, a Social Enterprise that is committed to improving the lives of people with disabilities in Lancashire and Adams Activity Ark An all-inclusive project for adults with learning difficulties, physical disabilities or mental health needs. Providing opportunities and activities including small animal care, large animal care, horticulture, woodwork, healthy eating and living, basic food preparation and English & Mathematics.

The school continues its superb commitment to its students and their families providing a highly inclusive teaching and learning environment for all. This is reinforced by their values 'Inspire, Support, Achieve, Together.' This is a school where every student really does matter and is made to feel valued. A fact I can attest to from the evidence of the review and from discussions with stakeholders. This superbly caring, inclusive environment ensures each student receives the very best education possible, delivered by dedicated staff. Encapsulated by a clear belief that every student is entitled to experience as many opportunities as possible in order to broaden life experience, develop confidence and self-esteem; allowing each student to find what is unique about them and to capitalise upon it, whilst easing through areas of challenge. In terms of inclusion Newfield is an outstanding school in every sense. With superb care, nurture and support as the foundation stones of its inclusive approach and are at the heart of everything that happens on a daily basis at the school. This was seen in all interactions between staff and students; between staff and staff; from discussions with all stakeholders and from evidence provided during the review. Newfield is a school that is at the heart of its community where inclusion is a natural part of the everyday occurrence, where everyone involved is committed to the inclusion of all, whatever it takes. A school that is constantly looking at ways to develop for the benefit of the students and families that it serves.

There is a very real vibrancy and a buzz about Newfield School, contained but not bounded by its superb learning environment. Everyone I met was helpful and spoke very positively about their experience at the school. As with the previous reviews undertaken by IQM Assessors it is clear to see that the school's actions to care for and nurture students in my judgement is superb. Everything the school does, is for the benefit of their students they are valued for who they are and what they will become, no matter their starting point. The staff are exceptionally positive about the school and naturally go the extra mile and beyond without thought to ensure that the individual and groups of student's needs are met. The superb quality of support, care and nurture within the school enhances the provision here. Staff are justifiably proud of what they achieve both professionally and in terms of support for the students and themselves. They work exceptionally hard to ensure that needs are met and it is very clear to see

walking around the school that there is mutual respect and superb care across the staff body; and a fantastic rapport between the staff, the students in the school and between the staff at all levels. A mutual regard and respect that shines through and was seen throughout the review in all interactions between staff and students; between students and between staff.

Staff led by the Headteacher and his senior team have a clear vision for the school, their students, a relentless determination and drive for all to succeed, This came across very clearly in meetings and discussions with staff, this is a very real strength of this outstanding and superbly inclusive school. The behaviour and safety of students seen during this review was exemplary. Everyone involved with the school should be immensely proud of the way they conduct themselves around the school. Students through a variety of different opportunities such as the School Council and The RRSA Steering Group have a strong voice. Parents are well informed of their children's progress and what they can do to support the school and their child's development. This partnership is a very real and key strength of the school, with everyone actively involved in shaping and developing the vision of the school and communicating extremely effectively through its website, letters, texts and social media.

During the review process I was able to talk to a variety of staff, who spoke to me openly and frankly about their roles in the school and what was offered to support students and their families. Everyone without exception was extremely positive about the school and they highlighted the fact that in their opinion the school was naturally a very inclusive setting. It was clear from the conversations that everyone involved in the school was highly empathetic and understood the needs of the children and the needs of their colleagues and supported them extremely well. It was very clear from what was said and what was seen during the review that there are no barriers and no outsiders at Newfield School, everyone is included and looked after to the best of their ability demonstrating the school's superb level of inclusivity.

As part of the review I was able to tour the school including their new provision for autism and it is clear that everyone involved in the project have worked so well together to produce a superb state of the art building equipped to meet the complex needs of the students it caters for. A high level of consideration has gone into the design of classrooms, circulation spaces, specialist teaching areas, outside spaces that allow students to utilise outside learning, play and relaxation seamlessly with a superb level of access that provides a clear 'through route' for taxis, mini buses and visitors. The new part of the building fits seamlessly with the existing building that is in an immaculate state of repair and decoration, which provides a leaning environment fit for purpose for the 21st century and beyond. All Staff and students clearly respect and value the superbly inclusive teaching and learning environment at Newfield School.

I spoke to a number of students at different stages of their school life as part of a tour of the school and was able to see them engaged in different aspects of learning and clearly happy to be in school and given opportunities to engage in learning outside the school. I was able to speak to the staff who had led on the 2018-19 Action Plan that included a discussion on progress from each:

1. A review and implementation of all aspects of current ASD provision and Professional Learning for staff to ensure robust, effective practice is in place in the new ASD provision.
2. Work collaboratively with other SEND provision in Blackburn with Darwin to develop the Well-being of students and staff.
3. Ensure assessment for learning remained appropriate, fit for purpose and informed planning with opportunities for students to recognise and celebrate their achievements, built into the teaching and learning through implementation of the Rochford recommendations.

As a result of these discussions I was able to verify the accuracy of the evaluations made by the school in respect of their Action plan and also acknowledge their continued superb commitment to evolve their practice in these areas over the next twelve months and beyond.

In conclusion it was very clear from all aspects of this review that this is a truly exceptional school where every student really does matter. Everyone who works at Newfield is committed to providing the very highest standard of teaching and learning experiences which not only develop the student's knowledge and skills for life alongside academic achievement. The superbly caring, inclusive environment that Newfield School provide ensures each student receives the very best care, nurture, support and education possible, delivered by extremely dedicated staff. There is a clear belief held by and enacted every day that each student is entitled to experience as many opportunities as possible in order to broaden life experience, develop confidence and self-esteem, allowing each student to find what is unique about them and to capitalise upon it, whilst easing through areas of challenge.

In terms of inclusion Newfield is an outstanding school in every sense. It's clear that superb care, nurture and support the foundation stones of inclusion are at the heart of everything that happens on a daily basis at the school seen in all interactions between staff and students of all ages and abilities; between students and between staff; from discussions with all stakeholders and from evidence provided. Everyone involved with the school pull together to realise the school's vision and understand that this is a superbly inclusive place to come to work and learn. Everyone should be commended for their superb efforts in making Newfield School such a special place.

Recommendation

Having completed a rigorous and thorough review and having discussed and agreed the Flagship research plan for 2019-20 and their involvement in and capacity to support and attend Cluster Group meetings, where they have attended all meetings and hosted an extremely successful cluster meeting in November 2018 and understanding that their involvement will continue to form a significant part of their annual reviews. I am of the opinion that Newfield remains a school with the Inclusion agenda at the forefront of everything it provides for its students. The environment is superb providing an outstanding teaching and learning environment for teachers, support staff, pupils and the local community.

They have proved their expertise over the years of IQM accreditation and I believe they have the drive and capacity to continue to be a Flagship School. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach and in-school research. 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



Commentary on Flagship Action Plan for 2018 – 2019

The school has diligently implemented the actions identified at the last review and provided a comprehensive summary of actions taken to meet the targets set and the impact of these actions, while also identifying actions that will be ongoing through the next review period. Progress towards meeting the targets agreed in 2018 has been outstanding.

Actions from the last review period successfully achieved include:-

A key focus from last year was to review and implement all aspects of their ASD provision, including Professional Learning for staff to ensure robust, effective practice was in place in the new ASD provision. The School for Autism at Newfield opened in October 2019, a delay to the original projection and meant that there was a much shorter time to engineer the move, one week instead of 6. However, the opening went smoothly, and the students coped very well with the transition.

A review of the assessment arrangements for students with autism was undertaken and the Autism Education Trust's Progression Framework is now in place for each student, thus enabling teachers to monitor the progress their learners are making in relation to areas where people with autism typically experience difficulties or challenges. Teachers in the School for Autism have been identified to support the key areas of need or development areas within the school to ensure that everyone is included and makes progress. These practitioners have a role in receiving and disseminating training and in identifying developmental direction for their area in collaboration with SLT and SDP - Early Communication Skills; Language Level Communication Skills; EdTech, Sensory Integration and TEACCH. It is a key priority for the School for Autism to keep a clear vision for the specificity of the provision and staff meeting time and development days are targeted solely for this purpose. The next stage of development in terms of this action point is in extending the offer to a wider scope of professional partners including offering Outreach support to mainstream settings both locally and nationally.

They have also continued to work collaboratively with other SEND provision in Blackburn with Darwin to develop the Well-being of their students and staff. This has been achieved by introducing framework of 'Well-being Award for Schools' to support the school to continue to develop in this respect and evidence how it works to support the well-being and mental health of students and staff. Over the course of the review period they have met regularly with other BwD special school provisions to collaborate on well-being ideas for pupils and staff and a range of well-being activities have taken place, with well-being highlighted during 'Anti-bullying week', 'World Mental Health day' and 'Time to Talk day'. Staff have enjoyed regular 'time to talk' breakfast sessions, quizzes and relaxation activities such as Yoga, Aerobics and a singing group aimed at supporting well-being.

Students have focussed on expressing themselves and thinking about activities that make them feel happy. A group of 'wellbeing warriors' has been established to promote mental health and well-being in both main school and school for autism. Alongside this the website has evolved to refer to well-being with a tag available on the blog to filter activities involving well-being. Staff shout out boards have been created to give staff a



forum to thank and celebrate each other – these are very positive and have had a good effect on morale. A fact I can support from conversations with staff at the Cluster day held in November 2018 and from discussions during this review. Mental Health First Aid training has taken place for a further 4 members of staff, making a total of 7 Mental Health First Aiders across school.

Areas for development identified by the school include continued work and evidence gathering to support external accreditation for the Well-being Award for the School, further work to embed well-being across the school and Joint projects with Crosshill Special School nearby that is co-located with Blackburn Central High School to promote well-being activities to students and staff. It will be interesting to see how this has developed and evolved at the next review point in twelve months.

Assessment for learning has remained a key priority and is appropriate, fit for purpose and informs planning with opportunities for students to recognise and celebrate their achievements, built into the teaching and learning through implementation of the Rochford recommendations. The school has continued to ensure that assessment for learning remains appropriate for students; whilst also working with similar special schools in order to moderate judgements. Assessment is carefully matched to each individual learner's long-term outcomes on their Education Health and Care Plan which are tracked on a termly basis via evidence for Learning by their teachers to monitor progress.

Newfield continues to attend the North West Special Assessment Group on a termly basis to keep up to date with developments. NWSAG was involved in the pilot study for the use of 'Engagement Scales' as a potential form of statutory assessment for non-subject specific learners. Newfield has ensured that teachers are prepared for this potential introduction through training in the 7 aspects of engagement, developing an engagement profile for each student and gaining experience in baselining students using the engagement scale for students working at a Non-subject Specific level. All students working in the school for Autism at Newfield are additionally profiled using the Autism Education Trust's Progression Framework and they have been actively involved in the development of the PEAT (Physical Education Assessment Tool) for students working below National Curriculum levels for PE. A member of staff has attended all the sub-group meetings as part of the NWSAG development and conducted a pilot study within the school. She presented this information to the NWSAG meeting and has also delivered meetings in school to inform teachers how to assess progress for students developing their use and understanding of switches.

In January 2019, all teachers in the main school completed training as Senior MOVE (Movement Opportunities Via Education) practitioners. This programme supports the development of physical skills through functional opportunities within the classroom. It is an activity-based practice that helps disabled children and young adults gain independent movement. It uses the combined approach of education, therapy and family knowledge to teach the skills of sitting, standing, walking and transitioning between. The programme's central philosophy is that movement is the foundation for learning. All teachers are able to use the assessment tools to demonstrate progress and to inform next steps in terms of teaching and setting targets. Work on the MOVE programme is completed in collaboration with the physiotherapists who work with



children in school. Next steps in this respect have been identified as: Responding to the new changes in DfE requirements for Non-specific learners, including the development of Engagement Scale and further embedding of the MOVE programme and collaboration with physios. It will be interesting to see how these initiatives have evolved and developed at the next review point.

The school may wish to consider:-

1. Continuing to develop and further expand internationally links in the arena of Inclusion.
2. Investigating involvement in the Adventure Service Challenge.
3. The ASC scheme is a flexible, organised, progressive scheme of activity for young people between the ages of 8 and 14+ and would complement their work with the Duke of Edinburgh Award.

Flagship Status:-

After lengthy discussions during the review and understanding that Newfield School will continue to address all 8 elements of the IQM award and having due understanding of the principle for Flagship status: "An individual school can further its work in Inclusion through internal research activities." I can confirm that the school meets all of the criteria to continue to hold Flagship status and we have agreed the actions below.

Targeted Flagship Research Plan for 2019-20:

Research Project:- Strengthening Links to Local Communities.

Rationale:- To increase community involvement; eliminate barriers, increase community links and pride and understanding of Newfield School and children and young people with disabilities. This will be achieved through the Blackburn Market Stall.

Blackburn Market Stall:- Students will engage in enterprise and work experience in the local market.

Intended outcomes:- Making disability more visible in the town, Promoting awareness of Newfield and providing Social inclusion opportunity for students to experience meaningful work activity.

Work Experience opportunities:- Promote inclusion and employment for students of Newfield. Make opportunities for work experience with meaningful placements and support.

Intended Outcomes: Promote inclusion and employment for students of Newfield. Students develop work skills and Students experience 'work' and are empowered to develop confidence and communication skills.



Queens Lodge Residential Home:- Multiple events per year that are organised with the purpose of bringing together all residents of Queens Lodge for shared community relationships, for example, choir, RRSA Group, School productions. Older age people benefiting from spending time with young people, and vice versa.

Intended Outcomes:- Social inclusion; Encouraging older residents to share activities and engage with others; Enable Newfield students to experience volunteer activities; Empower students to 'help' others who need support and Older age people will benefit from spending time with young people, and vice versa.

Parental engagement:- Continue to Involve parents to enable healthy behaviours and promote healthy families and continue to develop partnerships with parents, inviting parents into school to share activities in class. Parental engagement sessions, parents will be invited into school to take part in activities with their children. Continue to provide courses for parents and to keep in regular contact with parents.

Intended Outcomes:- Parents are better informed and are able to support their children effectively; Parents play an active role in children's education and school life; Promotion of trust and mutual understanding between parents and school and Involve parents to enable healthy behaviours and promote healthy families.

Post 19 providers:- To develop links with post 19 providers.

Intended Outcomes: Students & families have a greater awareness of what is available after leaving Newfield and to improve the transition process from Newfield to post 19 provision for both students and parents.

Disability awareness:- To deliver disability awareness to mainstream schools and offering it to local businesses.

Intended Outcomes: - Staff, students in schools and businesses build an understanding of disability; Promoting the fact that disability awareness is recognising diversity, promoting acceptance, respect and Increasing employment opportunities and providing a voice.

Link Schools:- Newfield has a wide variety of links with other settings including Stonyhurst and St Thomas for wheelchair dancing, Buzzy Bees and EYFS.

Intended Outcomes: To continue to provide opportunities for students to collaborate with students of similar ages and to develop understanding of themselves and society. To give chances to learn in different environments and experience and understand differences and disability - 'diffability'.

Who:- Whole School Staff.

Time Frame:- Initially 2019 – 2020.



Actions:-

1. Blackburn Market Stall - Contact the market to arrange a stall for the school 1 per term, have 14 – 19 enterprise lessons to make items for the stall. Students take part in setting up the stall and selling to the public.
2. Work Experience opportunities - Work Experience Placements/week and Take over day in school.
3. Queens Lodge Residential Home - Choir Christmas sing along, RRSA Group Fair Trade, Invite them in for School productions, Afternoon tea and chat.
4. Parental engagement - Parental engagement mornings/afternoons. EFL – communication with parents, parent partnership - BwDPIP – Invite in for meetings and parent workshops.
5. Post 19 providers - Purple Patch; Blackburn College; Stanfield Centre; Big Blue Door. Meeting for parents' re-transition.
6. Disability awareness - Disability awareness sessions, School staff, parents, local businesses, Schools.
7. Link to mainstream schools - Stonyhurst and St Thomas' wheelchair dancing, witton, Buzzy Bees, EYFS.

Sources of data:-

Prior to the day, key information and documentary evidence related to inclusion was reviewed. I was able to scrutinise both hard and electronic information presented to me and I can confirm that the school's evaluation of progress continues to be extremely accurate. During the review meetings were held with The Headteacher, Deputy Headteachers, Senior staff, Staff, and with some children and students during a tour of the school and classroom visits.

As part of the review process a discussion and evaluation of the progress and impact of the Action Plan for 2018-19, documentary scrutiny and opportunities to discuss the schools Action Plan for 2019 -2020 with a variety of stakeholders took place. The review included scrutiny of documentation presented by the staff in meetings related to their roles and expertise giving a comprehensive picture of the school's continued superb inclusive practice.

Assessor: Steve Gill

Flagship Review Date: 14th May 2019