



## Assessor's Evaluation for the IQM CoE Award



**School Name** Putnoe Primary School  
Church Lane  
Bedford  
Bedfordshire  
MK41 0DH

**Head/Principal** Simon Petch

**IQM Lead** Clare Woodfield

**Date of Review** 1<sup>st</sup> December 2022

**Assessor** David Bowden

### **IQM Cluster Programme**

Cluster Group Schools in Search of Excellence

Ambassador Roger Leeke

Next Meeting 8<sup>th</sup> February 2023

Meeting Focus TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	20 <sup>th</sup> April 2022	No
<b>Summer 2022</b>	22 <sup>nd</sup> June 2022	Yes
<b>Autumn 2022</b>	12 <sup>th</sup> October 2022	Yes

### **The Impact of the Cluster Group**

The school has attended three cluster meetings since their last review. Based upon content shared at these meetings, the school has now implemented sensory circuits within Key Stage 1 (KS1), implemented specific lanyards and posters to raise the profile of safeguarding leads and trusted adults within the school and developed their team structure to further enable inclusive success.



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### **Evidence**

Meetings held with:

- Headteacher (HT)
- Deputy Headteacher (DHT)
- Special Educational Needs and Disability Co-ordinator (SENDCo)
- Family Support Worker (FSW)
- Class teachers
- Teaching Assistants (TAs)
- Pupils
- Parents

### **Additional activities**

- Tour of the school
- Visits into classes and lessons
- Review of children's work
- Review of policies and relevant documents
- Review of the school website



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### Summary of Targets from 2021-2022

#### **Target 1: To improve standards in early language development, phonics and reading across the school, closing gaps where required.**

Through the development of focussed interventions, quality teaching and learning and a promotion of reading for pleasure, the school has made excellent progress in this target.

Last year, the school implemented a new phonics scheme, 'Monster Phonics', which incorporates a full phonics teaching scheme and relational books for children to access. All staff, teachers and TAs were trained in 'Monster Phonics' and the practice has been implemented across the school with relevant phases and children. Alongside this, the school has developed targeted phonics' interventions; children are assessed at regular intervals on the sounds they have been taught and based on these assessments, interventions are put in place.

In terms of developing early language acquisition, the school is utilising the Nuffield Early Language Intervention (NELI) in foundation stage. This is with the children who are identified as needing help as a priority in this area or as having targeted needs. In addition to this, all children in foundation stage are assessed with Blank Levels of Questioning, allowing teachers to understand children's verbal reasoning skills and level of language acquisition. An example of this is where a child will be given a picture of a scene, for example, a park scene, and they will be asked questions about this such as, "Where is the dog?", or "What is the child doing?". These Blank Levels of Questioning determine whether a child has acquired the vocabulary or language acquisition to answer relevant questions. Based on these assessments, the school then groups the children according to needs and place support in this area.

Within foundation stage, the school is also utilising Concept Cat. This is a programme that helps children to understand conceptual words, such as prepositions, on a daily basis. Within Concept Cat, a new word is introduced each week through a story which can be acted out using 'small world role play' items. Adults can then work with the children using these 'small world' items to further reinforce concepts.

To improve standards in reading across the school, leaders have implemented assessments that ascertain whether children are reading at below age expectations. In instances where this is the case, children are grouped according to needs and relevant support and interventions are put in place. Some children, for example, each week will work specifically with the librarian helping them to access books relevant to them, to promote a love of reading.

The promotion of reading for pleasure is clearly at the forefront of what this school does. As you enter the school, the first room you come to is a large library that is currently undergoing a large-scale refurbishment to ensure it is an enticing environment. This environment gives the children access to a wide range of books and space in which to relax and enjoy them. Each week children have access to a library session and the school has their own dedicated librarian. Children are encouraged to assist within the library, as library ambassadors (two are chosen from each class each term). These library ambassadors help to organise shelves and displays and assist



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other children in choosing books. They also help to create filmed adverts and book reviews to promote the library. The school has a green screen studio and all children have the opportunity to create their own book reviews to share with the school. Upon speaking to the children, there was a 'buzz' about reading. The children could explain the books they liked and why they liked them. They also explained how they loved to make reviews for them using the media studio. Children read for pleasure here and this is clearly having a positive impact on results, with the school achieving 70% of children at 'expected' or 'above' in age-related standards (broadly in line with 74% nationally) with 21% of these achieving, exceeding the standard. This is a steady rise in outcomes from previously recorded data. The Year 6 TA explained that the school does not drive its reading by what is necessary to attain results in Standard Assessment Tests (SATs) but instead, "Reading here is driven by interest, reviewing what the children like, sharing it and developing reading for pleasure...reading is fun here".

Reading is most definitely celebrated and invested in at Putnoe Primary School. Last year, the school had seventeen separate reading events where authors were invited in to speak and work with the children. Alongside this, the school is due to invest in Oxford Reading Buddy to allow children and parents further access to quality e-texts and quizzes to develop comprehension skills. This year, the school has also invested in developing its 'reading spine' books which are shared daily and utilised in lessons. The school has specifically chosen each book in this 'spine' based on how it maps with reading outcomes in the national curriculum and its links with diversity, inclusion and personal, social, health and economic (PSHE) education. The school has ensured, for example, that the texts are wide ranging and feature characters or are written by authors from a variety of socio-economic or cultural backgrounds, genders and races. Teachers also share poetry with their class weekly. The school has a clear map of this provision for these texts demonstrating how they link to the national curriculum. Staff are now reviewing the 'spines' relevance and effectiveness termly with staff.

Across the school, the leaders have developed assessments to measure whether children in Years 1 to 6 have met the national curriculum spoken language targets. Leaders explained that they do this to further assess the impact that language and reading interventions have had on learners.



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### **Target 2: To increase the proportion of pupils achieving the 'expected' standard in writing, ensuring the gaps, post COVID, are narrowed.**

Over this past year, the school has developed its provision in writing in a number of ways to ensure that standards in writing are broadly in line with the national average. Last year, the school had 68% of writers at the 'expected' standard in line with the national average of 69%.

From foundation stage, writing is developed through kinetic letters so children feel ready to engage in writing. Children also engage in writing through creative processes, such as drawing pictures or creating artwork and using 'tier two' vocabulary to describe the pictures. Writing can be seen within each area of learning and staff focus on developing language acquisition to support writing.

Creative approaches to writing continue throughout the school. Children use art, drama and multimedia to engage them in writing; children, for example, write book reviews and scripts to be recorded on a green screen in a multimedia studio.

The school has embedded an approach to writing, based round "The Write Stuff" scheme. The school has remained autonomous from any prescriptive approach to producing writing within the scheme. Teachers, instead, have flexibility to plan how writing is taught and sequenced but writing is always taught and developed using three specific lenses found within the scheme. These lenses are ideas, grammar and writing techniques. This approach is consistent across year groups and aspects within the lenses can be used to differentiate, support and extend writers. Within each lense, skills are also codified with pictures so that children can create pictorial checklists of aspects to include in their writing. Staff Continuing Professional Development (CPD) is held at least every half term with teachers and TAs to review the practice of utilising these lenses. Importantly, within this approach, staff feel they have the autonomy to be creative in how they teach.

The school has also developed their marking policy to ensure that feedback is focussed upon live marking and verbal feedback. Where written marking is used, it is kept simple for the children to understand and follow up on. The books showed evidence that marking was utilised effectively to improve outcomes. Leaders, however, recognise that the implementation of this marking policy is in its early stages and a formal review of its impact will need to take place later in the school year.

The school recognises that, in their Key Stage 2 (KS2) outcomes from the previous year, none of their writers had achieved greater depth. As a result of this, an iteration of this target will be continued and developed over the course of this next academic year.



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### **Target 3: To build and develop a personal profile of each pupil premium pupil at the school to establish short-, medium- and long-term goals**

After undertaking Education Endowment Fund training on evidence-based approaches to improving outcomes for pupil premium children, the school recognised that, to effectively address the needs of these children, they should not make assumptions about their needs. As a result of this, the school decided that, to have an impact on their pupil premium children, they must understand the specific profile of these children in order to set relevant goals and implement necessary support.

To understand the profile of these children, leaders developed a questionnaire, utilising aspects of the Boxall Profile. Class teachers answered this questionnaire about each one of their pupil premium children. This built an individual profile of needs for each child and, in turn, created a class profile of needs. In one class, for example, it was noted that 44% of children had a barrier to resilience based on the profile; as a result, specific interventions could be put in place with this class to alleviate this barrier. Depending on the individual or class profile, interventions and support were either on a whole class, small group or one-to-one basis.

During pupil progress meetings, leaders worked with class teachers to identify goals, based on these questionnaire profiles. This process of specific goal setting, based on needs, was therefore embedded into the pupil progress process.

The school has now completed its first yearly cycle of this process and, to measure impact, they are now applying the original questionnaire to the same pupils again. Not only will this measure impact but also it will again determine each individual and class profile of needs. From this, the school can then identify the relevant support needed within this current academic year.

The school's internal data suggests that this approach has had an impact, with attainment gaps closing between pupil premium and non-pupil premium children, predominantly in at least two of the three core subject areas within any year group. Importantly, as the school has adopted an evidence-based approach, the evidence suggests, by creating these profiles and addressing needs, it will have an impact. As the school is only moving into its second year of this approach, the full impact may be more longitudinal and, as such, it is important the school perseveres with this approach to create maximum impact for its learners.



### Agreed Targets for 2022-2023

**Target 1: Attainment in writing: to increase the proportion of pupils achieving the 'expected' standard in writing with pupils on track to make sufficient progress to narrow gaps where required.**

The school wishes to ensure its writing outcomes remain in line with national expectations but that, also and critically, more children are writing at greater depth.

Key steps to achieving this target are that:

- lessons are always sequenced to support progressive learning.
- staff demonstrate accurate assessment and are involved in a package of CPD to effectively moderate writing outcomes and fully understand expectations.
- accelerated progress in writing is made with PP children.
- relational targets are set with concurrent relevance to their PP questionnaire profile.

**Target 2- Attainment of boys eligible for pupil premium funding: to increase the proportion of pupil premium pupils achieving the expected standard in reading, writing and maths, bringing attainment in line with national data.**

The school has recognised that pupil premium boys is an area of underachievement and as a result, they must work to make sufficient progress in order to close the gaps between them and their non-pupil premium peers. Importantly, within this target, reference to their pupil premium questionnaires is key in establishing specific barriers to progress, such as attendance. The school also feels that negative behaviour within this group is a significant barrier to their success and as such, a strategy to reduce negative behavioural incidents and reward positive behaviour will need to be implemented.

**Target 3- Development of phonics and early language skills: to increase the proportion of children reaching the expected standards in phonics and alongside this ensuring that, in early stages of language development, all children acquire and apply high-quality vocabulary.**

The school has identified that it wishes to increase its level of pupils at KS1 to be in line with national expectations in phonics. Additionally, alongside phonic knowledge, the school recognises that language acquisition and application is fundamental to a learner's success in reading and writing. As a result, the school wishes to ensure that there is a consistent, systematic approach to developing language and vocabulary, especially for children who are new to the country and with English as an Additional Language (EAL). This is especially important as the HT explained that the school has received a number of refugee children and wants to ensure that the school does the best it can for them, on entry to the school community.



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### Overview

Putnoe Primary School is a welcoming, vibrant and happy school to work and learn in, with an ethos centred round bringing out the best in people, individually and collectively. One teacher explained, "Our school is about supporting our community, the children and parents and broadening everyone's experience. We are giving our community opportunity so they can be their best version." In essence, opportunity is a word that seems to occur often when talking about Putnoe Primary School. This opportunity arises within the wonderful facilities on offer, through the hard work and dedication of the staff in creating positive opportunities for its learners and through the opportunity of CPD given to all staff to continually improve.

Putnoe Primary School is a large three form entry primary school based on a former middle school site. This means they have access to large grounds and specialised facilities such as a cooking room, music room and green screen media studio. The school also has a large library that meets you on entry to the school. The love of literature and reading for pleasure is clear as soon as you enter and children value literature, are excited to talk about books and are proud of their library facilities. One child explained, "My favourite thing about school is the library. We have loads of books to choose from and last year we had seventeen authors visit us".

The development of the arts plays a prominent role within the school. The school has a dedicated music room for performing and recording, a green screen studio for filming and a large hall with a staging area where they regularly put on shows. All children have the opportunity to be performers. However, if they do not wish to perform, they also have the opportunity be involved in all the technical aspects of a production, such as lighting, sound, costume or media. One parent of a former pupil explained that this opportunity has been fundamental to their son's success. Since having the opportunity to be a technician on school productions, he has gone on to assist in technical aspects of drama clubs and to also undertake a GCSE in the subject. They explained that, without this introduction, their child would not have had the confidence to achieve in this area.

The school also ensures it provides a wide range of extra-curricular opportunities around the arts. The school is due to create a display at the Higgins Gallery which will be based on existing work in the catalogues' gallery. The school annually participates in a mini opera, in conjunction with the Royal Opera House. Teachers receive CPD to put this on in-house and The Royal Opera House comes to the school to work with the children.

On the day of assessment, the tour of the school revealed large, open classrooms with positive, purposeful working environments. The children showed excellent learning behaviours and were engaged and focussed on their lessons. During the tour, the HT highlighted a number of children who had additional needs. These children were overtly engaged in their learning and clearly supported well to enable success; testament to the inclusivity of Putnoe Primary School. Many of the children were utilising Information and Communications Technology (ICT) to access their learning, where necessary, and some children had dedicated spaces set up based on their needs, to ensure success.





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The school has consistently styled displays to assist children with their learning so that children can recognise what these displays are and how they interact with them as they move through year groups. This was especially significant with their English displays which displayed the relevant 'learning lenses' and codified skills, represented by symbols, for example, legs running to represent an action that would be used in their writing. On the day of assessment, we discussed the success of these symbols and talked about how further symbols could be used across the school to aid communication in learning (potentially using Widget Software to develop additional symbols).

Within the classroom the children also helped to develop displays relevant to them. A successful example of this was in a KS2 class where they had created Spelling, Punctuation and Grammar (SPAG) Land, a place where characters were developed and designed by the children to help them remember grammatical terms. Such characters were Passive Patrick, representing active and passive voice and Bob, The Inverted Alien, representing inverted commas.

On the day of assessment, it was clear that adults engaged well with the learners. The children's books showed evidence of well-planned sequencing and lessons, building on prior knowledge and concepts that are interleaved. Art was an area of real strength with displays showing a fantastic development of skills from Years 1 to 6. The school utilises schemes of learning effectively, such as White Rose for maths, but leaders allow the class teachers autonomy to not be bound by these, using what is most effective in teaching and learning.

The children spoke very positively about the adults they worked with in school and the work they undertook. On the day of assessment, the children continually spoke of how kind their teachers were and how much they enjoyed their lessons. One child said, "My teacher is always kind, always helpful and if I don't know what to do, they show me ways to understand things". Children shared with me how happy they were at the school and how many friends they had. It is evident that relationships at Putnoe Primary School between adults and children alike are incredibly positive.

During unstructured time, lunchtime and playtime, children's behaviour was excellent and adults engaged with children positively, playing and laughing with them. At lunchtime, children also assisted in the lunch hall as lunch monitors. The DHT explained that this initiative was new and there was an overwhelming response from children to be involved in helping. At lunchtime, older children assist as play leaders, running games for younger children. Children also had access to some play equipment. It was discussed with the Leadership Team that they could potentially look into researching the use of Outdoor Play and Learning (OPAL) to elevate playtime experience and allow more opportunity to access adventurous play.

On entry to the school, you are met with a screen that projects quotations from children and parents. These quotations are celebrations of the work that the staff are doing in school. The HT explained that this screen was in place to constantly remind the staff of the good work they are doing.



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On the day of assessment, I met with several parents who echoed the positive sentiments in these quotes. One parent had recently transferred her child from a fee-paying school. They felt as though the facilities at Putnoe Primary School far exceeded what their child could previously access in their last school. They also went on to explain, "This is my child's school now. This is where she belongs. The staff have integrated her wonderfully. She is proud of this school. She is proud to be a library ambassador and to be part of this school".

Parents feel that the school has excellent communication and that they receive detailed feedback about their child's progress. Parents also feel that they are fully supported by the school. One parent, who explained their child has additional needs, said, "The support I have been given is immense, from helping to fill out forms (referrals) to just having someone to speak to when I needed it. I would want my child to have the rest of their school life here if they could. Every part of this journey they have supported me and helped me plan for the future". It is clear the school works hard to engage families. They have a dedicated Family Support Worker (FSW) and Family Support building aside from the school. From here, they offer a meeting point for families in need and host events to support the community. Recently, they offered a class on cooking on a budget, supplying the food and also the space to cook.

The school, alongside the FSW, continues to offer personalised pastoral approaches to meet the needs of their families and children. Leaders have devised clear systems of support and relevant plans to ensure the right level of support is given. Class provision maps are clear and rigorous and, where necessary, additional support is put in place and monitored through Special Education Needs (SEN) support plans, way forward plans, (a process that begins to formalise interventions and opens up communication about support with parents) and personal support plans. These personal support plans are for children with high level needs and give a clear indication to any adult working with the child how to support them and how to avoid risk, keeping them safe.

Leaders have an excellent knowledge of their school's strengths and areas of development and a clear vision of what they want to achieve. Integral to this is the support and development of staff. On the day of assessment, staff regularly told me about CPD they had undertaken to improve practice. This CPD extended to all members of staff, with one TA explaining, "I have been here for 10 years. There is a passion at this school and I feel like I am achieving things with the children here. I am given the training to do this". One of the class teachers told me, "I am valued here and supported every step of the way". Leaders understand that their success in school development is based within excellent staff development and this is planned strategically across the year, based around areas of development, such as greater depth writing.

On the day of assessment, during a tour of the school at lunchtime, the DHT told me, "I love it here. I have a great team and everyone is really enthusiastic". Demonstrating this enthusiasm, during the lunchtime tour, I noticed the HT was outside, playing with the children, engaging and having fun. At this school, the HT is leading from the front, in terms of developing positive and supportive relationships; this is a real strength of this school.



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Adults at the school clearly valued their colleagues and the passion they had for creating positive outcomes. On numerous occasions, staff celebrated the supportive nature of the HT. Parents also explained this and noted how he welcomed them every morning at the gate or if there was an issue, he would not hesitate to speak to them or be available for them. This is another example of Putnoe Primary School creating a welcoming, vibrant and happy school environment to work and learn in.

After discussing with the school the progress they have made since their last IQM review and in consideration of their targets for the upcoming year, I recommend that Putnoe Primary School should continue to hold the status of IQM Centre of Excellence, to be reviewed again in twelve months' time.

**Assessor: David Bowden**

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

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