



Assessor's Evaluation for the IQM CoE Award



School Name Green Gates Primary School
Kielder Close
Redcar
North Yorkshire
TS10 4HS

Head/Principal Katie Lowe

IQM Lead Ms Helen Beedle

Date of Review 27th June 2025

Assessor Ms Joanne Smith

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Ms Emily Carr

Next Meeting

Meeting Focus

Cluster Attendance

Term	Date	Attendance
Autumn 2023	6 th October 2023	Yes
Spring 2024	25 th January 2024	Yes
Summer 2024	3 rd July 2024	No
Autumn 2024	13 th November 2024	No
Spring 2025	12 th March 2025	No
Summer 2025	3 rd July 2025	

Evidence

Meetings with:

- The Headteacher
- IQM Lead/SENDCo
- Teachers



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- Parent Support Advisor
- Nurture Team
- Support staff
- Pupils
- Parents

Documentation:

- Ofsted Report 2024
- SEND Policy
- SEND handbook for Staff
- Curriculum Documentation
- School and DfE websites
- Vision and Values statement
- SEND Report for Governors
- EY Planning
- Pupil passports
- Targets and an action plan for 25-26 were discussed and agreed



Evaluation of Targets for last 12 Months

Target 1: To identify and implement specific training for the Early Years Foundation Stage (EYFS) staff based on pupils' needs in the Early Years.

It is clear that significant progress has been made across a range of key areas in EYFS, including attention, language development, behaviour, environment, and staff training. The overall goal of identifying and implementing specific training for EYFS staff based on pupil needs, is well underway.

Next Steps:

The leaders and EY team are pleased with their progress which has been externally endorsed by Ofsted. They have further plans which include:

- A review of EY through learning walks, peer observations, and reflective discussions.
- Further analysis of how assessment data and pupil observations can identify any remaining gaps in practice or staff knowledge using findings to plan targeted CPD or coaching sessions.
- Monitoring the impact of previous training ensuring strategies from Attention Autism, Talk Boost, and Language Enrichment training are embedded consistently. This will include feedback from staff.
- Considering pupil voice in evaluating how the environment supports their learning and engagement.
- Continuing to align with PINS (Pupil Inclusion Network for Schools) project principles.

Target 2: To support the needs of neurodiverse children.

Green Gates has joined the NHS PINS (Pupil Inclusion Network for Schools) programme, strengthening their partnership with health professionals to support pupils' physical and emotional wellbeing. This has supported early identification and has helped the school by providing expert guidance for staff. It reflects the school's commitment to holistic, inclusive care.

Next Steps:

The school is keen to ensure that if a child is not on the SEND register, but holds a diagnosis e.g. ADHD, AS) or receiving SALT, they should be identified within the school's internal systems. Although this is representative of only a small number of pupils, leaders are keen that every child is supported as best they can be.

The school's lesson design already ensures reasonable classroom adjustments are made and best practice around quality first teaching and supporting pupils with SEND is in place. Teachers make adjustments that meet a range of needs. These include:

- Providing structure and clear routines and direct instruction.
- Allowing movement breaks.
- Adapting tasks that ensure expectations remain high for all learners.

The work with parents has been key to successful pupil outcomes and the school is keen to build relationships further. They recognise the need to:

- Continue to communicate early and regularly with parents all pupils, especially where concerns arise around a SEND.
- Continue to explain what support is in place even if their child is not on the SEND register.
- Co-produce support plans with clear voice of the parents and pupils.

Target 3: Implement Nurture Programme for Key Stage 1 Pupils

The nurture programme has been successfully implemented, supporting pupils' social, emotional, and behavioural development. Staff report improved confidence, engagement, and relationships among children. Early outcomes show a positive impact on wellbeing and readiness to learn, making it a valuable part of the school's inclusive provision.

Next Steps:

The leaders recognise the need to ensure that children in Nurture Class access a broad and balanced curriculum in line with their peers, adapted to their individual needs. This means that leaders plan a Curriculum Mapping exercise to:

- Review what subjects and areas of learning are covered in the Nurture timetable.
- Identify gaps compared to the whole-school curriculum.

They also intend to track how and when children access mainstream lessons and promote gradual reintegration for subjects where Nurture provision may not be sufficient based on the strengths of individual pupils.

The leaders recognise that Nurture Group is a time limited intervention placement which must be pertinent to the child. Children in nurture have been appropriately identified to benefit from the provision. A referral process is in place with specific criteria which will confirm placements based on social, emotional, and mental health needs.

The leaders plan to conduct regular reviews of each child's placement in the intervention.

The team also already measure positive outcomes in emotional regulation, relationships, attendance, engagement, alongside academic progress the Boxhall Profile.

Agreed Targets for Next 12 Months

Target 1: Ensure that children in the nurture group are receiving high-quality curriculum coverage alongside targeted Nurture Intervention Group support.

This includes access to a broad and balanced curriculum that is well-adapted, developmentally appropriate, and aligned with whole-school expectations while also addressing their social, emotional, and mental health needs through the nurture approach.

Comments

This next phase of their plan naturally strengthens the school's provision by ensuring academic quality is not compromised while emotional needs are met. It shows Green Gates school values both wellbeing and academic progress, reflecting best practice around inclusion and curriculum for all learners. The leaders are clear that by ensuring curriculum continuity no learning is missed.

The school is clear that they do not want to unintentionally drift too far from the curriculum which will safeguard against pupils falling behind in their learning. The leaders have high expectations for the pupils in their care.

Target 2: Implement a rigorous and bespoke assessment system for pupils with high levels of SEND to ensure their progress is effectively tracked and evidenced through data.

This will allow for meaningful analysis of both academic and developmental progress, inform planning, and provision, and support early identification of gaps or areas requiring targeted intervention.

Comments

The school already assesses pupils across the curriculum carefully and leaders are keen to strengthen their practice further. They have collaborated with other schools across the Trust and leaders plan to implement a rigorous and bespoke assessment system designed specifically to meet the diverse needs of pupils including those with high levels of SEND. This tailored approach ensures that progress will be effectively tracked using meaningful, individualised data that goes beyond traditional academic measures.

Staff plan to use a combination of observational evidence, developmental frameworks, and personalised targets to capture small but significant steps in learning. The school are working with Trust colleagues to trial the PIVOTS assessment system. This system will further support planning, interventions and will also support communication with families and professionals, ensuring that each pupil's progress is visible and celebrated.

Target 3: Ensure that all pupils continue to make excellent progress against national expectations and continue to use their knowledge to make good progress in writing.



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Comments

The school has an established strong culture of developing positive attitudes to reading and attainment is well-above national averages. The leaders remain ambitious and are keen to further sharpen their practice by providing ongoing training and support for staff around literacy. All staff have completed updated training to ensure consistency and confidence in delivery, supported by regular coaching and review of classroom practice. Evaluations show pupils are able to apply phonics skills across the curriculum. Adjustments have been made to ensure the school's adopted programme is accessible for all pupils with targeted support and adapted resources in place. Intervention groups are closely monitored, and outcomes indicate positive progress. The school remains committed to embedding Read Write Inc as a core part of its inclusive literacy strategy. This work will be key to supporting the implementation of the new Writing Framework.

The Impact of the Cluster Group (with details of the impact of last three meetings)

Due to unavoidable staff absence the IQM lead was unable to attend some recent meetings, however, they consulted with their SEND governor who is an IQM Ambassador to update themselves with shared good practice and are able to communicate their personal approach to the focused themes of the group.

November 2024 High Tunstall

The Handbook for SEND which the IQM lead shared by the staff at High Tunstall has had significant impact at Green Gates. They have developed their own practice and devised their own handbook. The handbook provides clear guidance for all staff on how to identify, support, and manage pupils with a SEND. And also supports a consistent approach across the school when identifying need and supporting consistent practice, helping staff to understand their roles which would reduce the reliance on the SENDCo for routine queries.

The IQM lead explained that the work has led to support that is timely, appropriate, and impactful. Ready-made guidance, templates, and checklists have reduced workload for teachers. The document has encouraged a culture of shared responsibility for SEND.

March 2025 Ayresome Primary

Although the school was not able to attend this meeting, the team reflected on their own identification of SEMH needs. They also reflected on their own graduated approach and strong relationships in school which foster positive relationships with families that allow for strong communication.

The team also feel that their work around transition is robust and pupils needing additional support are given an enhanced transition.

The team at Green Gates is pleased that current careers and enterprise partnerships are becoming increasingly inclusive and impactful for all pupils, including those with SEND, SEMH, and those from disadvantaged backgrounds. The leaders are continually looking for opportunities for pupils to engage in low-stress, small-group encounters with professionals. Career talks and experience which showcase the world of work continues to develop to ensure pupils know what to expect beyond school.



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Overview

Vision and mission statements of the Galileo Trust and Green Gates Primary School reflect inclusive values that are reflected and embedded by leaders, and all involved in the life of the school through its everyday policies and practices. The IQM lead shares a wealth of information which supports staff to plan for pupils with a SEND. Her experience and enthusiasm ensure staff feel supported in making sure all pupils are supported well.

The school is a warm welcoming learning community with a simple and clear vision to, 'Promote happiness, Discover Success and Achieve Excellence.' The vision is lived and celebrated at every opportunity which makes for happy pupils who love their school, staff who feel valued and families who feel included and supported. There is a strong positive outlook for all pupils and an ethos of positivity, hope and joy is their norm. Children are enthusiastic to share their learning at Green Gates. They talk confidently about the extensive opportunities they receive which was evidenced from the youngest children who were immersed in their play and learning but confident in explaining what they were doing to the older children who, on the day of the review, were enjoying a museum in the classroom experience.

The pupils are keen to share a range of creative learning experiences and outcomes from their work with the local and the British museum. One child said, "My favourite thing here is how kind the teachers are." Another pupil said, "Teachers have really good way of teaching, they give us games which help us learning without realising it. They make school fun." The children talked about the range of school clubs on offer and love the many opportunities to lead such as becoming a Buddie, being part of Mini-Police or being an Anti-bullying Ambassador.

Leaders at Green Gates know their staff team is critical to the success of the school and are committed to ensuring staff at all levels understand and promote inclusive values through whole-school training on topics such as SEND, trauma-informed practice and adaptive teaching and learning. Leaders have clear induction processes for new staff that include safeguarding, equality, and inclusive teaching expectations. Their school development priorities consider the whole child and leaders look to ensure their plans make certain staff have every opportunity to develop professionally.

Their absolute commitment to ongoing CPD linked to inclusive pedagogy is key to the success of the school. The PINS programme has been key to ensuring staff are clear that every person plays an important part in the day to day experience of pupils in their school and value the work they do. The SENDCo and pastoral leaders collaborate closely with staff to model inclusive strategies. The use of inclusive language, high expectations, and solution-focused thinking are visible around the school.

The school ethos values diversity and inclusion which are communicated clearly through policies and practices from leaders who prioritise equity and create a culture where every individual feels respected, safe, and valued. This is evidenced in the daily practices, and relationships across the school which promote high expectations for all learners. Celebrating diversity through curriculum, events, and communication further reinforces belonging, while staff are role models. Integrating the Rights Respecting



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School approach enhances the school's inclusive ethos by empowering pupils to know their rights, fostering mutual respect, and encouraging active pupil voice and participation. Together, this creates a culture of inclusion where diversity is embraced and championed by the whole school community.

The design and delivery of learning experiences respond effectively to the diverse needs and abilities of all pupils. Green Gates have created an inclusive curriculum that ensures learning is relevant, and accessible, enabling every learner to see themselves reflected in what they are taught and how they are taught. Teaching strategies are flexible, adaptive, and differentiated to support all pupils, while maintaining high expectations. The use of pupil voice to inform planning, alongside formative assessment, helps tailor learning pathways and promotes engagement. A focus on oracy, creativity, and collaboration, supports a deeper understanding and fosters a sense of belonging and success.

By embedding equity, diversity, and inclusion across subject areas and classroom practice, staff create a positive learning environment where every pupil thrives and achieve their potential. The atmosphere is relaxed and happy with pupils proud of their work who are keen to share their success. Staff are clearly well thought of by pupils in their care and parents said that the staff care deeply about the pupils, and they know that the staff will do all they can to help them.

Leaders and staff see assessment for learning as central to understanding and supporting each pupil's unique developmental journey. Inclusive assessment strategies over are carefully tailored to individual needs, enabling staff to capture meaningful evidence of progress across academic and, social, emotional, and communication areas of development. Teachers and support staff use ongoing formative assessment through observation, conversation, visuals, and personalised checklists against EHCPs to identify small steps of progress and inform responsive planning. Assessment is embedded into daily routines and learning experiences, allowing pupils to demonstrate their understanding in ways that reflect their strengths and needs, whether through particular specific routines, technology, or practical tasks.

Feedback is adapted to be accessible and motivating, helping pupils to build confidence and recognise their own achievements. Staff work collaboratively with therapists, families, and external professionals to ensure assessment is holistic and consistent, forming a strong foundation for planning and target setting keeping the uniqueness of each child and their personal journey a priority. By using assessment as a tool for a celebration of progress, the school fosters a positive, supportive environment.

The school demonstrates strong family engagement by fostering meaningful and respectful partnerships with parents and carers, recognising their importance in supporting pupils' learning and inclusion. Families are actively involved in school life through regular opportunities for engagement. One parent described the "intentional kindness" shown by staff and said they go "above and beyond in every way they can." They also praised the Headteacher and school leaders for being highly visible and approachable, noting that it is reassuring to know leaders genuinely listen to parents' views and respond thoughtfully. The parent expressed that they feel a strong sense of belonging, describing the school as a caring and supportive family.



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The school's achievement of the Leading Parent Partnership Award in 2024 reflects its commitment to building trust, transparency, and mutual respect with families. The PSA appreciates the respect and appreciation parents share when working together and shared the positive feedback about the school's work with families. It is clear that all staff are committed to supporting families and go the extra mile to make certain school is a positive experience for all involved.

Attendance of pupils is above the national average. Clear communication with families and celebration with pupils are clear in making sure that everyone knows the expectations of the school and also of the benefits that coming to school every day brings.

Staff work closely with community professionals and external agencies, creating a coordinated network of support. This collaborative approach ensures that home and school work in harmony, addressing barriers and celebrating progress together. As a result, families feel valued, empowered, and connected, which contributes to improved outcomes and a strong sense of belonging for pupils and their families.

The school places a strong emphasis on engagement with the wider community, recognising the valuable role it plays in enriching pupils' learning experiences and promoting inclusion. By building positive relationships with local organisations, charities, businesses, and education providers, the school creates opportunities for pupils to connect with the world beyond the classroom in meaningful and accessible ways. Community visits, joint projects, and inclusive events help develop pupils' confidence, independence, and social understanding, while also fostering community awareness and acceptance of difference.

Recently events which include reaching out to a local residential home has supported pupils in developing reading opportunities, sewing, and singing. Parents supported litter pick with pupils which highlighted the importance of citizenship and community responsibility. The school actively invites community professionals to contribute to the curriculum, deliver workshops, and support transition planning, ensuring a holistic, real-world approach to education.

The KS2 team are committed to making sure pupils' transitions into secondary school are positive and their good work is lasting. Strong links with local colleges, employment services, and social care providers support pupils' long-term aspirations and prepare them for life beyond school. Through these partnerships, the school not only enhances learning but also helps build a more inclusive, understanding, and supportive local community.

The nurturing, holistic and inclusive approach of the school is well-embedded. Governors, leaders, and all staff recognise the importance of every child being happy and feeling safe so they can enjoy and achieve in their learning journey with them. Despite the high mobility of pupils, every child is made to feel welcome, they settle quickly and are made to feel part of the Green Gates family.



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It is clear from academic outcomes and behaviour and attitudes around school that because of the good work from the adults, every child makes excellent progress. Outcomes are well above national at all key assessment points. All staff are passionate about making everyday count. They look for the joy in every moment and feel a deep sense of responsibility for the happiness of their pupils. They see their work as incredibly important and make certain children leave their hardworking, happy school with the absolute best chance for happy and successful lives.

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 Centre of Excellence. I therefore recommend that the school retains its Centre of Excellence 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 Centre of Excellence status.

Assessor: Ms Joanne Smith

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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