



Inclusion Quality Mark (UK) Ltd

10th June 2017

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

Assessment Date: 23rd May 2017

Summary

Despite increased numbers, a constantly changing cohort of students, (previously 20% PMLD, now 50%) and the inevitable pressures on space, storage provision and access, the school continues to provide students and staff with an immaculately presented and well-maintained teaching and learning environment. Outside access and car parking for school transport, staff and visitors is highly organised with a most welcoming reception area and helpful staff.

Newfield School's website is very informative, user friendly and highly interactive and provides a superbly informative resource for parents both in terms of the school and its mission, day-to-day essential information and a signposting system for those parents who require further help, advice and assistance.

My previous visit to the school confirmed how the staff work tirelessly to provide an environment which engages, motivates and challenges all students. There is clear evidence this year of how Newfield School has progressed. All teaching assistants are currently undergoing a re-structuring of job descriptions and job specifications enabling accurate recruitment and deployment of staff to meet the needs of students. The re-structuring is particularly aimed at improving levels of expertise and knowledge of classroom based TAs to include health and care.

Newfield School predicts that all transfers to EHCP will be complete by the end of the current academic year and is already working hard on the continued tracking of past students. There are links and collaboration with the college in Lancaster and via the Rights Respecting School Award and Newfield has forged links with Chestnut Primary Special School in Widness. There have been reciprocal visits and Skype calls to the school council.

Newfield continues to be a member of the North West Special Assessment Group (NWSAG) enabling the sharing of information, moderation, quality assurance and instilling confidence for staff (life after P levels).

Collaborative work with physiotherapists has enabled the school to develop Annual Review Summaries, adding essential information re physical progress and skill development.

Governors are now actively involved with the CPD sessions in school, working with health providers, job descriptions, shadowing of staff and have attended curriculum events i.e. world book day. The local authority continues to provide governor training and the school monitors the impact of governors through meetings, questioning and data presentation.

Due to on-going building work of the new provision I was unable to see the site, but it should be noted how the builders and school staff have worked together during the building period. Staff and pupils have been consulted and involved in many decisions relating to how the new build can meet the needs of the students (building design, outdoor spaces etc). The Head Teacher has visited other existing provisions, professional and support groups.

A particularly noteworthy involvement with the building work has been the workshops and practical activities presented by the builders, giving valuable work based experience for students. Further sessions are planned for the coming 12 months.

I recommend that Newfield School retains its IQM Flagship status and be reviewed in 12 months.

Assessor: Dave Stott

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of Data:

Sources of data were provided as verbal feedback and recorded documentation. I can confirm from my scrutiny and discussions that all evaluations of progress are accurate and practice is embedded into the work of the school.

Discussions with:

- Head Teacher.
- Deputy Head Teacher (Pastoral and Wellbeing).
- Deputy Head Teacher (Education and Standards).

As evidence of progress of the targets listed below, the school has submitted outline descriptions of all activities during the past year. I was able, during my visit, to speak to all staff members who had direct responsibility for actioning individual targets

Future Inclusive Plans:

Target 1.

To produce a strategic plan for the opening, development and future proofing of the new ASD provision

An impressive aspect of the school is their systematic and meticulously monitored approach to providing appropriate environments, challenging targets and analysis of progress. My discussions with the Head Teacher confirmed and assured me of their total commitment to building a specialist provision which not only meets the needs of the students, due to attend once opened, but will be flexible enough in terms of building design, staff expertise and ethos to meets the longer-term challenges of such a provision. I am sure that the knowledge and expertise within Newfield would be an excellent resource for other schools which already have similar provisions, or are going through the same developmental stages.

Target 2.

Continued contribution to UNICEF and RRSA with students continued development of the steering group and sharing good practice around children's rights.

This target clearly relates to the ongoing work in school and I can confirm that Newfield School is well placed in terms of capacity and established collaborative work to meet the target over the next 12 months.

Newfield might like to investigate further links with neighbouring colleges. There are some examples of IQM schools which have established satellite bases in colleges for their students and sharing some of the expectations of the IQM award with the colleges may further improve on-going provision and college placements for Newfield students.



Target 3.

Use specific assessment for areas of needs where pupils may not demonstrate progress in conventional ways

Newfield School already has detailed assessment systems in place, but also recognises the difficulties in recording and evaluating progress of students who do not necessarily “fit” the standard. I would strongly recommend the school to use IQM as a data-base, or is signposted to other special schools who are developing similar systems.

Target 4.

Develop quality assurance processes for care and well-being therapies/tasks

This target demonstrates the schools multi-disciplinary approach to meeting the needs of all students. Training needs, staff deployment and recruitment are all focusing on this target. Newfield recognises the benefits of working closely with outside providers, therapists and other professional bodies.

Target 5.

Develop a bespoke support offer to individual families based on assessment need

It was a pleasure to re-visit Newfield School as part of their IQM review. The school continues to promote the inclusive agenda to all students and parents. The staff demonstrate high levels of commitment and expertise and are constantly developing improvements to their assessment and understanding of students. The new build provision will raise the already outstanding levels of provision for identified students and I am completely confident that the school will continue to be a Centre of Excellence for the North-West area.

Flagship Status Targets as agreed 2016 review

- To work as a multi-disciplinary team to develop a new build provision to best support learners on the autistic spectrum.
- To ensure longer-term outcomes from EHCP are incorporated into PLP's and lesson planning where appropriate.
- To support parents during their child's transition into adult services by developing a multi-disciplinary framework for transition.
- All governors to develop a fuller understanding of the full range of needs of learners in school.

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