



Assessor's Evaluation for the IQM Flagship Project



School Moldgreen Community Primary School
The Avenue
Moldgreen
Huddersfield
HD5 8AE

Head/Principal

IQM Lead Mrs Helen Pearson

Date of Review 28th January 2026

Assessor Ms Nichola Russell

IQM Cluster Programme

Cluster Group IP NW

Ambassador Ms Sylvia Cramp

Next Meeting 12 Mar 2026

Cluster Attendance

Term	Date	Attendance
Autumn 2023	09-26-2023	Yes
Spring 2024	02-26-2024	Yes
Summer 2024	06-06-2024	Yes
Autumn 2024	10-14-2024	No
Spring 2025	02-05-2025	No
Summer 2025	06-18-2025	No

Evidence

Discussions with:

- Acting Headteacher, Inclusion Lead/SENDCo and Assistant Headteacher regarding IQM Review and Action Plan.
- Assistant Headteacher/English lead regarding foundational skills, retention and sequences across school.
- Assistant Headteacher/English lead regarding oracy and drama in the curriculum.
- Pupils regarding sequences, oracy and scaffolding.
- Inclusion Lead/SENDCo regarding services, Graduated Approach.
- Pastoral Team.
- Acting Headteacher and Inclusion Lead/SENDCo regarding community links.
- Inclusion Lead/SENDCo regarding SEMH.



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- Assistant Headteacher regarding impact of coaching.
- Inclusion lead/SENDCo regarding the impact of participating in IQM Cluster Groups and additional partnerships.
- Inclusion Lead/SENDCo and Assistant Headteacher regarding the continued evidence towards the eight IQM elements.
- Leaders regarding flagship target review in relation to the School Development Plan.

Additional Activities

- Morning welcome.
- Book Look.
- Observe CPD slides; Early Writing and the importance of transcription, Teaching of Writing; Sequencing (Autumn 1, Spring 1, Spring 2), Oracy and Drama (Spring 1).
- Observe Writing Foundations expectations Year 1 to Year 6.
- Observe examples of Flashback; Year 2 and Year 6.
- Observe monitoring of transcription and handwriting outcomes, areas for improvement and action required.
- Observe monitoring of Early Writing; Phonics, Handwriting, English outcomes, areas for improvement and action required.
- Observe progressive sequencing of reading.
- Observe Spelling overview (whole school).
- Observe FFT Tutoring with the Lightning Squad trial sessions and expectations.
- Observe 2 x Headteacher Report to Governors.
- Pupil Voice evaluation – Learning and Retention focus.
- Parent survey – Ofsted questionnaire.
- Reflection and review of documentation to support the IQM COE/Flagship priorities.
- Scrutiny of website, social media, DfE compare schools.

The Impact of the Cluster Group

Unfortunately, due to unforeseen circumstances, Leaders during the last year have been unable to send a representative to regular cluster group meetings. However, staff have remained proactive and due to the distribution of cluster group minutes, have noted the content of each session and shared this with staff. Prior to last year, Leaders valued the opportunity to attend the meetings with the impact of each session attended having a positive influence on developing staff knowledge, understanding and ultimately supporting all staff in meeting the needs of the school community. During the Flagship review day, the newly appointed IQM Leader spoke with enthusiasm and articulated clearly the positive impact of the most recent session attended and how they are looking forward to attending future Cluster meetings.

The Autumn term 2025 Cluster group focussed on how best to support children who have English as an Additional Language. The use of Cherry Garden School branch maps; a bespoke assessment package for children with SEND and complex needs, was disseminated to colleagues. The Cherry Garden Branch Maps are designed to meet the needs of children who are working below Year 1 expectations, allowing achievement to be assessed in a broader, more holistic way in order to ensure staff are able to celebrate the breadth of experiences and the range of skills being demonstrated.



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The opportunity to discover more about the Equals Curriculum was also a valuable feature of the day; curriculum schemes of work for children with Profound & Multiple Learning Difficulties (PMLD), Complex Learning Difficulties (CLD) and Severe Learning Difficulties (SLD), Moderate Learning Difficulties (MLD) and Global Learning Difficulties (GLD).

Since attendance at the Cluster session, Leaders have explored the links and materials signposted to with the aim of further supporting the growing EAL community of Moldgreen. Leaders have also reflected upon the thought-provoking session focussing on school readiness; milestones not rules, the bigger picture, a more ethical view of supporting stage and not age of children with SEND and those most vulnerable.

Evaluation of Annual Progress towards the Flagship Project

The school's progress from the previous year is based on three targets:

Target 1: To embed effective and inclusive Quality First Teaching.

Leaders continue to demonstrate a secure understanding of educational pedagogy, confidently referencing a range of research and evidence-informed practice, including work from the Education Endowment Foundation (EEF), Fischer Family Trust (FFT), Oak National Academy and the Department for Education (DfE). This is further supported by a coherent sequence of whole-school professional development, which has had a positive impact on Quality First Teaching (QFT). Staff training has drawn effectively on key educational theories, including Rosenshine's Principles of Instruction resulting in improved scaffolding, targeted adaptations and strengthened teaching and learning across the school. As detailed by the Assistant Headteacher/English Lead during the visit, a comprehensive timetable of delivery and Professional Development has impacted positively on whole school practice.

During the Spring term, a revised writing sequence was implemented across the school with the aim of strengthening progression. Within the sequence there is now a focus on the explicit teaching of grammar alongside protected time for editing and publishing resulting in improved coherence in writing across year groups; as observed within a range of books from every year group across the breadth of the curriculum. A staff training session focusing on Rosenshine's principles of instruction (think-alouds) and high-quality modelling was led by the English Lead; a leader who demonstrates a deep-rooted pedagogical knowledge and who every year, I find it a real pleasure and privilege to discuss all aspects of teaching and learning. The recent cycle of monitoring has demonstrated increased confidence of staff in modelling the writing process, and increased consistency in classroom practice. The Oak National Academy spelling framework was introduced later in the Spring term with the aim of establishing a consistent, whole-school approach aligned with the updated Department for Education (DfE) writing framework. The following Autumn term saw the introduction of transcription and 'Letter-Join' handwriting. Both implemented to ensure a consistent and progressive approach to handwriting. Recent monitoring has evidenced improved presentation and fluency, with children who require additional support able to access



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bubble handwriting interventions; a simple scaffold providing a guide to consistently form cursive letters and ensure each letter is uniform in both height and width.

The Acting Headteacher also gave a detailed account of the relaunch of Times Tables Rock Stars (TTRS) and the subsequent impact on fluency in multiplication. Classroom displays, monthly 'gig' sessions and regular studio and garage practice have increased engagement. TTRS themed days and competitions have also encouraged participation and motivation. The success of Times Tables Rockstars (TTRS) is recognised within the school and externally via outcomes of the Multiplication Tables Check (MTC).

Target 2: To develop oracy skills for presentation and clarity of information.

Leaders continue to prioritise the provision of high quality CPD for all staff, so ably led by the Assistant Headteacher/English. Recent CPD focussed upon the writing sequence (Spring 2) giving copious opportunity for professional dialogue around presentation, and the importance of reading aloud and sharing work. Staff now have a deeper understanding of the link between oral rehearsal and writing outcomes. Additional CPD, focussing on the integration of oracy and drama is scheduled to take place.

As noted during my previous visit, the reading sequence has embedded a *Day 1* shared reading-aloud session. This is recorded using a tracking sheet to recognise participation. The school improvement cycle of monitoring, evaluation and review confirms that this approach is supporting inclusive participation and increased confidence in reading aloud. Reading sequences also include planned opportunities for children to produce book reviews, film reviews and reviews of class novels. These activities support comprehension, critical response and purposeful writing linked to reading.

Reading for Pleasure incorporating high quality texts is at the core of the curriculum at Moldgreen Community Primary School. A recent Scholastic Book Fair has raised a significant amount of funds which will be used to further support provision and also promote and embed a love of literature and reading. The Assistant Headteacher/English lead is keen to purchase a wide range of texts which will encompass and promote British Values and the nine Protected Characteristics, since recent analysis undertaken by the Acting Headteacher has identified a deeper knowledge and understanding could be achieved, thus demonstrating that leaders remain proactive and respond swiftly to outcomes of the school improvement cycle.

Target 3: To continue to extend community and agency links for parents and children.

Leaders have successfully engaged parents in participating with school in a wide range of events to further support their child/children. The SENDCo discussed in detail the opportunities that have taken place during the academic year with a comprehensive calendar of events scheduled on different days and times which takes into consideration parental voice and their suggestions in order to improve attendance figures at each event.

Leaders are proactive and continue to ensure regular and purposeful communication with parents. The Acting Headteacher and SENDCo spoke of their recent analysis of parent surveys, resulting in actions being taken to ensure a more timely communication



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particularly around the sharing of key dates during the school year. The new school newsletter format succeeds in ensuring this vital information is shared at the earliest opportunity, supporting parents in being able to forward plan.

Wider resources are also shared via the weekly school newsletter, alongside the provision of targeted meetings with the SENDCo, informal coffee morning events and the opportunity to attend bespoke SEND surgeries. Parents have valued the opportunity to engage in the informal SEND Coffee mornings where staff and leaders have shared the process of supporting children with additional needs and what this may look like for their child/ren in the classroom/school learning environment. Meetings with the newly appointed Pastoral Team are also appreciated; signposting to external agencies and professionals - Families Together, Kirklees Keep in Mind whilst also providing specialist support around areas such as anxiety around Year six Standard Assessment Tests (SATs) and Social Emotional Mental Health. Information is also shared during regular parent consultation events with parents enjoying the opportunity to not only speak with their child's class teacher but also with the SENDCo and members of the pastoral team. The provision of information leaflets, with links to available support are appreciated as are the numerous opportunities clearly signposted on the refreshed school website.

Moldgreen Community Primary School also provides a wide range of community and enrichment opportunities throughout the year; Christmas concerts at the local church, visits to Aden Court Care Home, the Year 6 Grow £5 challenge, Enterprise projects; recently the Year 6 classes raised over £700 to partially fund their residential visit, alongside participation in inclusive sporting events such as cross country, Boccia, football, netball and the Huddersfield Town Football Club inclusion event; United and Respect Day. Children also have the opportunity to take part in large-scale cultural experiences, showcasing their creative skills and talents; Lawrence Batley Theatre and Young Voices.



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Agreed Actions for the Next Steps in the Flagship Project

Project Title: Quality First Teaching and Oracy. (Year 2 of 3)

Outline of Project: The project will continue to develop and embed objectives and targets by advancing the deeply rooted progress from the second year of this three-year plan, to encourage and expand the opportunities on offer in relation to the development of oracy further through QFT across the ever-evolving curriculum for all children.

Target 1: To embed effective and inclusive Quality First Teaching

The Assistant Headteacher/English lead discussed with precision the next steps in relation to QFT in writing and how the updated sequence of writing will be further developed and embedded across Key Stage 1 (KS1) and Key Stage 2 (KS2). The sequence of writing has been updated and successfully implemented in 2024/25. This has been achieved due to the leadership of effective and pertinent CPD for all staff; CPD slides observed during the visit. This academic year (2025/26) will focus upon monitoring, evaluation and review of impact.

During last academic year a bank of WAGOLLS (What a Good One Looks Like) was developed within writing lessons. Moderation of writing highlighted exemplification within year groups. The aim of 2025/26 is to further develop exemplification to include DFE examples, which will be collated and provided as part of moderation sequence.

The success of Times Tables Rockstars (TTRS) is recognised within the school and externally via outcomes of the Multiplication Tables Check (MTC). Leaders will continue to prioritise the use and application of TTRS; gigs, studio time and garage use whilst also during this academic year, introduce a TTRS day and regular competitions in order to sustain engagement and attainment.

Target 2: To develop oracy skills for presentation and clarity of information

The impact of the oracy project continues to be clearly evident through adaptations to not only the English curriculum but across the whole curriculum as outlined by the Assistant Headteacher/ English lead. Leaders are keen to provide increased opportunities for children to present and perform, with 'Book Talk' sessions proving to be a successful tool for children and staff to discuss a range of texts and recommendations as a whole class. This will become further embedded during the academic year 2025/26.

As reflected by a number of staff during the visit, Moldgreen Community Primary School continues to provide a wide range of opportunities for children to develop oracy through performance in front of an audience. These include assemblies and more recently, concerts at the local church, enabling children to share their voices confidently with parents, carers and the wider community. The introduction of the Moldgreen Newspaper is also a prime example of children sharing and presenting their views, opinions, and examples of learning across the curriculum on a larger scale. These



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opportunities will continue to be developed with Leaders and staff actively sourcing additional possibilities for children to showcase their presentation skills and attributes.

Target 3: To continue to extend community and agency links for parents

Leaders are keen to further develop and extend community links for parents/carers and through a rigorous system of evaluation and review have identified additional opportunities they would like to offer, whilst continuing to embed opportunities which already feature within the school calendar. As explained by the SENDCo, leaders will continue to promote regular face to face events at school involving outside agencies for parents to attend. The success of recent SEND surgeries for parent/carers, specific SEND parent consultation events, the SENDCo providing support regarding Early Help and offering guidance regarding SEND terminology relating to a range of paperwork is highly valued, all accessed in a relaxed and informal environment; coffee mornings in which parent/carers can engage with outreach professionals such as Early Help, Parents of Children with Additional Needs (PCAN) each providing advice and information on a range of topics. Leaders also aim to share information about local services, recommend events and training to parents that are available within the local community using the improved newsletter facility and will ensure that relevant information about services is sent to parents regularly and in a timely manner.

As recognised last year, the school continues to demonstrate a sustained commitment to this area, with a wealth of opportunities clearly articulated.



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Overview

It is always a privilege to visit Moldgreen Community Primary School, a school that demonstrates an unwavering commitment to inclusion and equity, ensuring that all children access aspirational opportunities that enable them to thrive. The school is underpinned by a strong and clearly articulated vision, supported by an ambitious and exemplary curriculum offer that is carefully designed to inspire all children and enable them to achieve their full potential in the widest possible sense. The Acting Headteacher leads with heart, compassion and a deeply rooted understanding of the children and families within the school family, always ensuring that Inclusion is firmly embedded at the heart of the school's practice.

Moldgreen Community Primary School offers a rich and engaging curriculum that is highly responsive to individual need, with a clear focus on developing the foundations for lifelong learning and living. The range of stakeholders spoken with during the review day each articulated with clarity the breadth and depth of curriculum experience they wish for every child, underpinned by the school's vision and values.

It was a pleasure to meet once again with the skilled and dedicated leadership team. The Acting Headteacher, Assistant Headteacher and SENDCo demonstrate a remarkable pedagogical knowledge and understanding that impacts so positively on school life. This collective leadership has sustained improvement and secured strong outcomes for children, with outcomes at Key Stage 2 (KS2) in 2025 evidencing attainment exceeding National; 3% above National in Reading, Writing and Maths combined at a higher standard - England average 8%, School 11%.

The content of discussions had regarding the current educational landscape and that of the future and how certain aspects could impact on school life was heartfelt by all. The changing profile of children accessing the school and the responsive adaptations that have been implemented and are continually reviewed demonstrates the proactive commitment of leaders to making meaningful adjustments in order to secure success for individual children and families. Leaders and staff are confident in making bespoke curriculum and provision decisions; reduced timetables, movement breaks, access to calm and safe spaces, sensory regulation opportunities and flexible classroom environments. These thoughtful, personalised approaches reflect a culture where staff are committed to doing whatever it takes to support children to thrive. Leaders demonstrate an exceptional knowledge and understanding of every child, enabling learning opportunities to be carefully planned and maximised so that children are fully engaged, achieve well and succeed. The inclusive culture of Moldgreen is fully embraced by leaders, staff, parents and children.

Now in the second year of the project to develop oracy through Quality First Teaching, the impact is clear and very well-evidenced via a wide range of sources; School Self Evaluation, monitoring, evaluation and review documentation, evidence in books, pupil voice etc. This success has been driven by the determined and strategic leadership of the Assistant Headteacher/English lead who is proactive in approach and continues to prioritise wider reading and research in order to design an ever evolving, dynamic curriculum offer to positively impact on the lives of the school community. Their energy, enthusiasm and ability to engage the whole staff team in fully embracing the



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changes, engaging positively with professional development and embedding agreed approaches consistently across the school is exceptional.

The Assistant Headteacher/English lead provided a clear and accurate evaluation of the impact of recent curriculum developments since my previous IQM visit; Foundational Skills, Sequencing; mirroring the positive impact of the previous whole school review of reading sequencing to capture this rigour within writing and Retention; introduction of flashbacks. Professional development using the Department for Education (DfE) Writing Framework (July, 2025) with a particular focus on transcription and handwriting; letter join, as observed during the book look and through discussions with children, Oak National Academy spelling framework underpinned by Rosenshine think aloud and scaffolds; encouraging effective cognitive functioning via modelling and thinking aloud, alongside the embedding of drama to inspire oracy through presentation and performance has been particularly influential in supporting the aims of the project. Storytelling weeks, Poetry and Rap performances, World Book Day, and British Science week have all been deliberately planned to develop oracy and incorporate performance. A detailed account was also shared of the interventions employed across the school designed to improve reading skills, fluency, comprehension, spelling and phonics; Fischer Family Trust (FFT) Tutoring with the Lightning Squad (TWL). Tutoring with the Lightning Squad (TWL) is the FFT Success for All early reading programme, a 16-week programme offering a blended approach to learning with face-to-face tutoring supported by an online tutoring platform. Leaders during recent RAG performance review meetings have celebrated a significant improvement in the outcomes of children undertaking the programme. Leaders have also introduced the spelling intervention; Stareway to Spelling, a structured programme designed to support the mastering of the three hundred most frequently used words in the English language. It focuses on reading and spelling non-phonetic words, committing them to long-term memory to improve literacy, accuracy, and confidence.

During the previous review day, the current Acting Headteacher gave a comprehensive account of the use of the Concrete-Pictorial-Abstract (CPA) approach and manipulatives. This consistent approach across school, underpinned by high quality Continuous Professional Development (CPD) is resulting in children having a deep understanding of mental arithmetic, impacting positively on times tables fluency; measurable improvements observed in outcomes of the statutory Year 4 multiplication tables check (MTC) and during the regular analysis of Times Tables Rockstars (TTRS) outcomes. In addition, Leaders have also introduced NumBots, a number bonds' version of TTRS to support children in improving understanding and fluency of key number facts. The impact is worthy of great celebration.

During the visit, I met with a group of children from Key Stage One (KS1) and Key Stage Two (KS2) who spoke to me about the curriculum and how the introduction of new initiatives has impacted positively on their learning. Children celebrated the roll out of 'Flashbacks' and explained in detail how these are employed in every lesson and across every curriculum subject to support retention of subject knowledge. The subsequent book look supported the information provided by the children as what was observed was the recapping of key spelling, grammar and punctuation skills; commas, adverbs, exclamation, questions, speech marks, semi colon, common nouns, proper nouns.



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Children in KS2 were also clear about the impact of drama, presentation and opportunity to perform in deepening learning and gave examples of when this has been achieved; performing as characters from the text 'Journey to Jo'burg (Beverley Naidoo).

Children were also confident in explaining how these strategies support their progress not only in English but across the wider curriculum. Evidence of this was clearly visible in the range of books provided to view where challenge and depth were clearly evident.

Throughout the day, I had the opportunity to speak with a wide range of staff. These conversations were insightful, with staff speaking openly and enthusiastically about their roles, their work with children and families, and the strong sense of value and belonging they currently feel within their school community; a real warmth underpinned by strong relationships, open and honest communication, trust and true care for the wellbeing of all.

It was truly refreshing to speak with the pedagogically sound expertise of the Special Educational Needs and Disabilities Coordinator (SENDCo)/Early Years Leader. This was a wonderful heartfelt discussion focussing on the flexible, creative approaches utilised to ensure that the most pertinent packages of support are provided for individuals and their families. The SENDCo is tenacious, relentless and persistent in her drive and determination to support the school family, providing CPD for staff; Graduated Approach, SEND Code of Practice including roles and responsibilities, Sensory processing, Sensory integration, Communication Interaction, SEMH, liaising with wider professionals and colleagues, providing Special Educational Needs and Disabilities (SEND) surgeries to support parent/carers and monthly drop-in sessions providing an open door for staff to discuss any and every aspect of SEND. The SENDCo is also highly committed to personal growth in order to further support children, parents and colleagues and is currently undertaking further training; ELKLAN and is also researching the impact of WELLCOMM, a speech and language toolkit designed to screen and support the language skills of children and Bsquared, an assessment tool to track and evidence the small steps of progress for children with SEND. The intention being to introduce these tools should evaluation and analysis prove each to be successful.

Leaders have prioritised the appointment of two new members of staff; Pastoral Team, who lead on a range of Social Emotional and Mental Health (SEMH) programmes and initiatives. The Pastoral Team is exemplary in their approach to ensuring that the needs of all children are met whether this be via curriculum adaptations or bespoke support and intervention, for example, Sensory Circuits, Mental Health and Well-being support. Staff were able to discuss a range of strategies alongside the significant impact observed. The impact of children accessing a soft start, part time timetable, opportunity to access the extensive outdoor environment, task boxes, use of visuals, breathing techniques, use of music are all proving successful.

The newly appointed Assistant Headteacher/Year 6 teacher has embraced the opportunity to lead on wellbeing for staff and is very keen to ensure that all staff feel supported personally and professionally. Audits currently evidence extremely positive views of the staff team which the Assistant Headteacher is determined to sustain. They are proactive in analysing the audits and subsequently giving feedback via the half



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termly newsletter responding to any matters arising. A suggestion box has been introduced giving staff the opportunity to raise suggestions anonymously, although at present, staff feel very comfortable speaking face to face with leaders. Staff also spoke positively about the introduction of the coaching model, highlighting the benefits of peer observation, reflective dialogue and shared practice. Staff reported that the process was supportive, enjoyable and professionally enriching, offering valuable opportunities to learn from and with colleagues across different phases. The Assistant Headteacher/Year 6 teacher is currently undertaking a coaching qualification. Additional coaching for subject leaders is currently being provided by the Acting Headteacher which is very much welcomed and appreciated; a cycle of supportive sessions.

The support for families at Moldgreen Community Primary is recognised as a strength and is highly valued. Leaders are highly impactful in their roles supporting and engaging parents and carers, working closely with the Church and external agencies to provide a cohesive programme of bespoke support tailored to the needs of the families; parental workshops (SEND), provision of hampers, coffee mornings with a SEND focus giving opportunity to speak with outreach professionals. The new look newsletter ensures clarity of communication and dates in a timely manner; a response to recent parental voice which was overwhelmingly positive for each question asked. In addition, the children also publish a newspaper for parent/carers to view celebrating school life. This is a wonderful opportunity for children to showcase writing for pleasure, publishing their work and in doing so, creating a deep sense of achievement.

The final feedback meeting with Leaders further evidenced their strength in leadership, detailed understanding of school improvement and unwavering commitment to excellence for all. Staff during the day demonstrated a proactive approach to professional learning with all leaders and staff driven by a shared ambition to meet the needs of the whole child. I would like to reiterate that it was an absolute privilege to spend time again with such a committed staff team who together, provide children and families with a rich, inclusive and nurturing experience that extends far beyond the academic curriculum. In recognition of their relentless and determined drive and the progress made since the previous Flagship review, I am of the opinion that the school should continue to hold Flagship School status and be reviewed again in 12 months' time.

I would like to thank everyone at Moldgreen Community Primary School for making this visit such a memorable experience.

Assessor: Ms Nichola Russell

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH
Chief Executive Officer
Inclusion Quality Mark (UK) Ltd