



Annual Evaluation of Flagship Project and Next Steps



School/Academy Name:	Freegrounds Infant School		
School Address:	Hobb Lane, Hedge End, Hants, SO30 0GG	Tel No: 01489 782075	
Exclusions (for previous 12 months given as a whole number)	0	Number on Roll:	216
Fixed Term:		Attendance:	95%
Permanent:			
Headteacher's/Principal's Name:	Nikki Riches	Email:	n.riches@freegrounds-inf.hants.sch.uk
IQM Co-ordinator's Name:	Julie Watkins	Email:	j.watkins@freegrounds-inf.hants.sch.uk
School Website:	https://www.freegrounds-inf.hants.sch.uk/	Twitter Name:	
IQM Cluster Group:	Cosmos Learning Hub	Ambassador:	Fiona Robinson



Flagship Project Outline/Guidance



The overarching aim of Flagship status is that an individual school which has achieved this status can now further its work in Inclusion through internal research activities. A school will develop an outline for a classroom/school-based research project which will help build on the already excellent inclusive practice going on in school. This will require a project outline which will replace the targets set at Centre of Excellence stage. This outline will be further split down into key steps with individuals or groups identified with responsibility for these and a timeline for the successful completion of each step. Whilst it is acceptable for a project to run across three academic years, there will be an expectation for a detailed review annually with the next steps clearly identified as carrying on from the progress achieved to date.

It is important to keep in mind the criteria for Flagship Status:

- A school that has held Centre of Excellence for at least three years prior to attaining Flagship status for the first time
- Agrees to produce an annual written update of progress against the identified project outline as the basis for the annual review
- Be willing to be an active member of an IQM cluster group of COE and Flagship Schools
- Attendance at IQM Cluster meetings is a prerequisite to maintaining Flagship Status
- Willing to engage in classroom level research activity that explores inclusive practice
- Capacity to share and disseminate good inclusive practice across a broader cluster of schools
- Share practice/staff/visits/training
- Committed to sustaining the IQM ethos through collaborative activities
- Be willing and able to support other schools to become IQM schools or Centres of Excellence



Flagship Project Outline/Guidance



Flagship Project Evaluation of Progress



Evidence and Impact

Project Title:

The development of positive life habits to help deal with challenges in the here and now as well as building a repertoire of personal skills for the future.

Transition for Year 2 children to the Junior School

Visits to the junior school took place in the Summer term 2022 for all children transitioning. There were regular planned joint activities and buddy systems put in place. The key staff visited the Year 2 children at the infant school. The Junior school website had a Welcome to Year 3 booklet available for all to view. Extra ELSA sessions for our most vulnerable children were provided. Key staff from both schools met with parents. The Year 2 and 3 teachers met to discuss individual children.

Zones of regulation

Zones of regulation was re-introduced to all year groups and used to foster self regulation and emotional control as a means

Next Steps

Plan a similar programme for transition for Summer 2023.

Zones of regulation and Trick Box to be introduced to the new EYFS children.



Flagship Project Outline/Guidance



of communicating feelings and behaviour. Some parents are also using this at home with their children. A positive language script works alongside this and has been shared with all staff.

Staff were introduced to Trick Box which is a simple, fun and effective whole school, whole journey, emotional management and personal development programme, supporting children and young people. This was done during an INSET. This is an evidence based and developing mental wellbeing in line with DFE guidelines, Trick Box programmes.



Flagship Project Developments for the Next Academic Year



Please give as much detail below as possible using the grid on the next page to outline the main steps in the project with the named individual members of staff responsible for each step identified and a timeline provided. It is acceptable for a project to run across three years. Schools will have to be able to show progress annually and the proposed next steps in the project. (Maximum 400 words). Schools may find that they are working on multiple actions incorporated into the project as a result of their ongoing self-evaluation.

Project Title: To broaden the breadth of experience within the Senior Leadership Team itself whilst also providing additional support and guidance for the wider staffing team including Governors.

Outline of Project:

Subject Leadership has been a strong focus of school development over the past 5 years. Some staff were new to the role of subject leadership and during the Coronavirus pandemic the scheduled Subject Leader Evaluation Days did not take place. This programme commenced again in September 2021 supporting subject leaders in their subject leader roles to use monitoring to gain a clear picture of standards within their subject and identify points for development. In January 2021 the substantive Deputy Headteacher left the school to take up a Headship position. After four rounds of recruitment her successor was appointed in July 2022. During the Spring, Summer and Autumn terms of 2020/21 members of the SLT took on the role of Acting Assistant Headteachers. In September 2022 two Year Group Leaders and an Early Careers Teacher were newly appointed. It is therefore a priority to ensure members of our team have the most up to date knowledge and understanding of their subject and this can be shared with staff to enable all children to have access to the same high standard of teaching and learning in each lesson. Although Governors are effective in providing challenge and support we wish to look at a new and different structure for ensuring the Governing Body have an even more robust picture of the whole school in terms of teaching and learning, pedagogy, staffing and school improvement.



Flagship Project - Steps Outlined



Task (What)	Actions (How)	When and By Whom?	Termly Milestones and Impact
<p>All new Year Group leaders are confident and successful in their year group leader roles and as a member of the Strategic Leadership Team.</p>	<p>Liaise with new Year Group Leaders to identify CPD needs across the year.</p> <p>Provide a mentor/coach from the SLT to mentor on key leadership roles of SLT</p> <p>Attend relevant courses and training linked to the role and year group.</p> <p>Provide JPD opportunities within year groups to ensure year group leaders have an accurate picture of strengths and areas of development and there is greater consistency in Reading, Writing, Maths and Phonics in terms of practice.</p> <p>Governors to monitor through: Data drops during whole governing body meetings. Informal check-ins with staff regarding day to day practice and professional learning in JPD.</p>	<p>Key staff from SLT Ongoing</p>	



Flagship Project - Steps Outlined



<p>Early Career Teachers (ECTs) have been supported and developed their pedagogy and practice and successfully completed their first induction year</p>	<p>ECT to have 10% timetable reduction in their first year of induction and 5% timetable reduction in the second year of induction. ECT mentor will support ECT through weekly drop 10-15 min drop in. ECT to participate in instructional coaching meetings (30-45 mins) - focussing on a small aspect of their teaching. ECT embeds coaching target into their teaching habit and daily practice. ECT to complete online learning modules weekly on Steplab. ECT and mentor to attend conferences and clinics provided by the approved trainer 'My Ambition'. ECT induction tutor to meet weekly with ECT to discuss progress/CPD and complete weekly log. ECT and induction tutor to create a 'personal development plan' which is reviewed regularly, outlining specific targets to work on. ECT to keep a CPD log and an evidence tracker of the teacher standards. ECT induction tutor to complete half termly lesson observations. ECT induction tutor to complete termly assessments on ECT manager. Mentor to liaise with HT regarding progress of ECT.</p>	<p>Deputy Head Ongoing throughout the year as dictated by</p>	
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Flagship Project - Steps Outlined



<p>Governors are highly effective in their strategic leadership and have a clear understanding of the school's strengths, areas of development and progress towards intended planned outcomes.</p>	<p>Safeguarding Safeguarding Governor to come into school to:</p> <ul style="list-style-type: none"> • Work with DHT to complete Annual safeguarding audit; • Complete checks on SCR, Physical Intervention and recording of any racist incidents; <p>SEND and Vulnerable Pupils SEND Governor to liaise with Inclusion Manager to monitor progress of pupils with SEND and Vulnerable groups.</p> <p>ATTENDANCE Attendance Governor to liaise with Headteacher to monitor attendance of persistently and any severely absent pupils.</p> <p>School Improvement Plan Governors to be assigned specific areas of the SIP to monitor and then report back at Governing Body meetings.</p> <ul style="list-style-type: none"> ▪ Leadership ▪ Curriculum ▪ Wellbeing 	<p>Planned visits to school to monitor key safeguarding procedures.</p> <p>Planned visits to the school for a professional conversation with the INCO to monitor progress of SEND pupils and vulnerable groups.</p> <p>Planned visits to the school to look at attendance and strategies in place for Persistently absent parents.</p> <p>Planned visits to the school to monitor areas of focus on SIP. Planned visits to the school to monitor areas of focus on SIP. Planned visits to the school to monitor areas of focus on SIP</p>	
<p>Strong subject leadership is consistent across in all subject areas through the school as a result of mentoring, coaching and</p>	<p>SLED timetable which include CPD for subject leader, monitoring of lessons, planning, work, assessment, displays and pupil feedback to create position statements and action plans for the subjects.</p>		



Flagship Project - Steps Outlined



subject leadership opportunities.	Specialist CPD to be provided for staff on key skills within the focus subjects from subject leaders and the HIAS team. Feedback to <i>Governors</i> regarding position statements and action plans.		
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Cluster Meetings



As part of the Flagship & Centre of Excellence programmes, IQM cluster groups have been set up. Each Centre of Excellence and Flagship School will have been allocated a cluster group and assigned an IQM Ambassador. Each group will meet at least once per term with possible additional meetings being set up between individual schools. This is an excellent avenue for Flagship schools to use to develop their project further and test hypothesis developed in school. The table below is a record of cluster meetings attended and the impact these have had on your individual school, (please complete as fully as possible). This record will be used as part of your future reviews.

Impact of Cluster Meetings

Date of Meeting	Location of Meeting	Topic(s)	Outcome(s) for School



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