Assessor's Evaluation for the IQM Flagship Project

School	Fourfields Community Primary School Bentley Avenue Peterborough Cambridgeshire PE7 3ZT
Head/Principal	Sue Blyth
IQM Lead	Nicola Douglas
Date of Review	17 June 2026
Assessor	Alison Merrills

IQM Cluster Programme

Cluster Group	Schools in Search of Excellence
Ambassador	Roger Leeke Alison Merrills
Next Meeting	2nd July 2026
Meeting Focus	Inclusive best practice at Micklem Primary School

Cluster Attendance

Term	Date	Attendance
Spring 2025	24th March 2025	No
Summer 2025	3rd June 2025	Yes
Autumn 2025	20th November 2025	Yes
Spring 2026	12th March 2026	Yes
Summer 2026	2nd July 2026	-

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The Impact of the Cluster Group

The Assistant Head teacher/IQM Lead shares how best practice shared at cluster meetings supports Fourfields Community Primary School in its commitment to inclusion. Of the two meetings that have taken place this year, she has attended one cluster meeting and led the other that was hosted by Fourfields. The variety of settings within the group offers a diverse range of schools to visit, observe and share best practice. When practice has been seen that could further enhance provision at Fourfields, it is discussed with the Head teacher and with senior leaders.

The most recent cluster meeting took place on 12 March 2026 and was hosted by leaders at Fourfields Community Primary School. Staff showcased their best practice in The Glade – a newly established nurture provision for EYFS pupils. This included sharing how they researched and set up the provision in response to pupils' needs, the curriculum and the entry and exit criteria for the provision. Leaders were keen to explain to colleagues how they ensured that the identified children were receiving the right support for their needs.

Staff also shared how they were using AI (artificial intelligence) to produce resources such as social stories to support children with managing emotions such as sadness and grief after the loss of a grandparent, for example. Colleagues enjoyed meeting the school's therapy dog, Brindley, and hearing children talk about how Brindley had supported them to 'feel calm and safe' in school.

Leaders said that hosting the day had given staff 'a confidence boost' and 'how proud they were of all they had achieved' when they took time to reflect on the success of the day. As a result of the day, a visit to nearby St Michael's Church School has been planned to observe their nurture provision.

The visit to Abbeyfield School in Northampton was 'very inspiring'. It had been useful to see how the inclusion hub had evolved and to see the interventions that were in place for students and the strict rules in place. As leaders prepare for the development of a KS2 hub at Fourfields, they were considering a more intervention-based model as they had seen at Abbeyfield.

The discussion about the use of Arbor for tracking interventions had led leaders to arrange Arbor training for their staff to track pupil interventions more effectively.

The sensory wall and room seen at Abbeyfield had prompted leaders to consider their own offer. As a result, the school has budgeted for sensory equipment to be in every classroom next year.

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Evidence

- IQM documentation
- School website
- Tour of the school and site including classroom visits and visits to outdoor areas - the sensory garden and forest school
- Visit to The Glade nurture provision to observe learning activities including conversations with children

Meetings held with:

- Acting Head teacher
- Assistant Head teacher/Inclusion Lead
- SENCO and Lead teacher in The Glade nurture provision
- Parents of Reception children who attend The Glade provision
- SEND Governors

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Evaluation of Annual Progress towards the Flagship Project

Target: To plan and create a successful Inclusion Hub (The Glade) which will support the transition of a cohort into EYFS with high level needs. To enable the children to access mainstream education in an inclusive, nurturing and positive environment.

During transition visits and conversations with feeder nursery schools, leaders recognised that there was a need for them to provide a bespoke nurture provision to support the number of children with high level needs who were joining Reception in September 2025. They recognised that these 8 children, 7 of whom had an EHCP, were not ready for and would not cope well with the transfer to a mainstream EYFS classroom. For example, on observation, most of these children were not able to concentrate for more than two minutes and would need tailored provision to meet their complex needs. Leaders wanted to set up a provision that would support them with a successful transition into mainstream when they were ready.

In preparation for the set-up of the inclusion hub/nurture provision, in the Summer Term of 2025, Fourfields staff visited two mainstream schools who were running their own style of inclusion hub provision. During these visits, staff were able to talk to colleagues about what had and had not worked well at these schools and to 'cherry pick' the things that they thought would work well in a provision at Fourfields.

During the course of the Summer Term, the Head teacher and senior leaders held meetings to plan and discuss what the inclusion hub at Fourfields would ideally look like. They then costed the staffing and resourcing of the provision. The Head teacher discussed finances with governors to ensure that the proposal was affordable for the school. A budget was agreed and preparations began in earnest so that the provision would in place and ready to run by the start of the Autumn Term in September. A Higher-Level Teaching Assistant (HLTA) was appointed to lead the inclusion hub together with two other teaching assistants. The Leader of Foundation Stage and the SENCO supported the teaching assistants to 'create and set up' the hub.

The local infant school provided good advice to staff about routines for the hub such as daily communication with parents and carers and about the importance of using the same entry and exit point each day. This has proved invaluable in supporting children with their daily routine. The school's feeder preschool – where many of the children in the hub attended – delivered staff training in the interventions that the children needed. Leaders also made use of the knowledge and expertise within the Fourfields staff team to train the hub staff to deliver speech and language interventions.

In addition, the local authority SEND specialist teacher worked with staff to devise plans for a sensory curriculum. She also delivered staff training sessions. Following her advice, 'The Early Developmental Journal 0-5' is used to assess the progress of the children. Resources such as Identiplay and Autism Bucket were purchased. The room was set up for continuous provision in a similar style to the classroom in early years with areas for imaginative and creative play and areas for quiet time and regulation.

Once the hub provision and curriculum was in place, the SENCO and Leader of Foundation Stage alongside the team of staff who would be working with the children in the hub met with parents and carers to talk to them about what the hub's nurture provision would look like for their child.

When their children had started at school, parents and carers 'could quickly see that their children had settled well'. Leaders could see too that 'the experience was very positive for our children and families'.

Parent Voice gathered by leaders is incredibly positive about the new provision. One parent said, 'The transition that X has received has been amazing. I was worried about him starting school due to problems previously. I cannot fault (them). (They) have everything in place.' Another said, 'The school is doing a lot for Y. He is doing so much more in such a short time here. I can see he is excited when coming to school.'

Leaders are delighted with the first year of running The Glade provision. They describe the transformation that they have seen in the children's development over the year as 'Huge. You can't describe the difference'. The acting Head teacher's comment was, 'They are happy and their parents are'.

The HLTA who leads the inclusion hub provision has built up the curriculum 'bit by bit', establishing a set routine and using visuals so that the children know what their day will look like. Staff have recognised the importance of being 'super flexible'. Each day starts and ends with a careful handover from/to parents and carers followed by a sensory circuit.

It is important that the children feel a sense of belonging and build a relationship with their mainstream class teacher and friendships with their peers. Each EYFS class teacher delivers a session of numeracy and phonics in The Glade each day. Initially, class teachers would have their lunch with the children in the hub. However, since Easter, the children now attend the dining hall and eat their meal with their peers. The children take part in PE lessons with their class. They also have a weekly session in the forest school.

As the year has progressed, more of the cohort of children are transitioning into the mainstream classroom. 4 of the cohort of 8 will move into Year 1 in September. Two have been attending their mainstream class during the afternoons since February half term. Others will have a hybrid timetable according to their needs. One pupil currently has a reduced timetable, and he has now started to move to full days. These outcomes demonstrate the success of the nurture provision.

In conversation with the HLTA who leads The Glade, she explained that during continuous provision, each teaching assistant works individually with a child in turn to support their learning. During a visit to The Glade, the assessor met and spoke to the children who were delighted to see a visitor and happy to play and share their toys with her.

Every member of the inclusion team works in The Glade for an hour each week. This gives them time to get to know the children, staff, and processes within the provision. As a result, leaders and inclusion team staff have a better understanding of what learning looks like in practice and can advise changes when appropriate. Provision in The Glade is monitored by senior leaders in the same way as other key stages across the school. Governors have seen how The Glade provision has evolved over the year. Their comments to the assessor described how the provision had 'proved to be a successful model' and how the 'calm atmosphere' supported the children.

Next Steps:

- Ensure that the hybrid offer is the right one for those children who spend part of their time in The Glade and some time in the mainstream classroom.
- Make adaptions to the curriculum offer in accordance with the needs of the new 2026 cohort.
- Offer the Little Wandle SEND programme where appropriate.

Agreed Actions for the Next Steps in the Flagship Project

Project Title: Advancing Inclusion: Growing Inclusion Hub Provision

After the successful setting up and first year of running The Glade inclusion hub for Reception children with high levels of need, leaders at Fourfields Community Primary School intend to continue this offer in 2026-27 and to extend it further. Leaders propose to expand provision in The Glade to support those children who are not yet ready to enter Year 1 on a full-time basis and for a small number of pupils in Years 1 and 3 who are finding learning in a full-time classroom to be increasingly difficult and would benefit from the nurturing provision offered in The Glade hub.

By expanding this provision, there will be opportunities for children who are not yet ready for the transition back to being in the classroom on a full-time basis to stay in a safe and familiar environment. Children will be supported to develop confidence, to experience success, and to make progress at a pace that is appropriate for them. Leaders' overall aim continues to be to provide a nurturing and inclusive learning environment where all children have their needs met so that they can participate in mainstream education and achieve success.

In order to expand The Glade inclusion provision, leaders will firstly evaluate the successes and areas for improvement from the first year and consider how to meet the needs of the additional pupils from KS1. Careful consideration to entry and exit criteria is key to enable leaders to consider staffing, space and cost implications.
Once these have been considered, time can be allocated to curriculum development, assessment, and to addressing the training needs of staff. For example, additional training in delivering the Little Wandle phonics programme and in Maths Mastery as well as interventions like Lego therapy will be needed.

Policies, systems and procedures will need to be carefully reviewed and revised. In the same way as they did for the establishment of The Glade in year 1, leaders will need to consider the best way to introduce children and families to the provision and share with them how this hybrid model will work for them. The key messages will need to be about how foundation subjects will be taught within the mainstream classroom and literacy and numeracy together with social communication will be delivered in The Glade hub. Each pupil will have an individual timetable that is bespoke to them. The assessor suggested that leaders made a visit to Oaklands Primary School in Leicester, a flagship special school, where they can observe best practice and seek expert support and advice about their planned curriculum.

In addition, leaders propose to consider the possibility of setting up an on-site inclusion provision to meet the needs more effectively of a small number of Key Stage 2 pupils at the school who are either waiting for specialist placements to become available or who are currently unable to access learning in a mainstream classroom.

However, in discussion with the assessor, they are aware of leadership capacity and the importance of firstly securing the successful implementation of year 2 of provision in The Glade including its expansion into KS1 before starting another major project.

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Overview

Fourfields Community Primary School continues to be over-subscribed. It is a two-form entry primary school in Yaxley, on the outskirts of Peterborough. There are 448 pupils on roll, and the pupil community is predominantly White British; approximately 20% of pupils have SEND and are in receipt of the Pupil Premium.

There have been some changes to leadership since last year. One Assistant Head teacher has been promoted to become the Head teacher at a small primary school, and the Head teacher has relinquished her role as Executive Head teacher of two schools to focus on Fourfields. Currently, the Deputy Head teacher is acting Head teacher. She is being supported by two Assistant Head teachers, and a SENCO.

Fourfields Community Primary School is a warm and nurturing 'family school'. Leaders know the local area well and ensure that all children enjoy their learning and make good progress at school. Both leaders and governors stress the importance of Fourfields as 'a happy and safe place' for children. Nurturing and inclusive approaches are in place that support every child to make progress appropriate for their age and stage. All staff have high expectations and behaviour for learning and pupil engagement in lessons are good.

The learning environment across the school enhances this inclusive provision. In EYFS and in The Glade nurture provision, role play areas within the learning environment provide children with opportunities to take part in imaginative play to develop their speech and language and their social skills.

Careful thought has been given to the use of space to provide the children with opportunities to engage in independent play or group activities. Access to an outdoor area is part of continuous provision in EYFS. This enables the children to explore and develop their gross motor skills as well as encouraging curiosity.

The atmosphere in lessons is calm and purposeful. Adaptive strategies including carefully planned seating, individual work stations, visual timetables, balance balls, ear defenders and a slant for writing are in place across the school.

Scaffolding and support from teaching assistants are an embedded part of practice in classrooms. Pupils also have access to a regulation space when needed. A calm tent situated in the corridor has been decorated with a patchwork curtain made by a pupil. This is only one example of the clear pride that children and staff have for their school.

The newly appointed Year 5 Reading Champions have taken on their new roles with vigour to raise the profile of reading across the school and have started by 'revamping and reorganising the library'. They meet regularly with the acting Head teacher to discuss their ideas. They are also Reading Buddies as part of this role and leaders outlined the success partnership between a Year 5 and a Year 2 pupil.

During the tour of the site's outdoor space, the assessor was able to see at first hand the development of the sensory garden (designed by pupils) into a beautiful, calm space with its own mini meadow of wild flowers. There is a pond, some raised beds for each class to grow and tend their own produce and a covered seating space for outdoor learning or for sitting to relax.

Leaders explained how the garden was open to pupils as an extended part of their OPAL (outdoor play and learning) provision at lunchtimes and how this 'quiet and relaxing space' supported their inclusive provision 'to suit every child's needs'. The Forest School adds to this provision – there is an outdoor area with a mud kitchen, a canopied area with a circle of tree stump sets for circle time and team building activities.

Governors are well informed about the school. They explained to the assessor how they make regular visits, attend lessons and meet with pupils to talk to them about their learning. They talked about the school being a 'happy place for pupils and staff' and how this was reflected in feedback from parents and carers and the children. One governor said that low staff turnover also supported this. He went on to say how the Head teacher supported a 'grow your own model' in terms of leadership development and that this was evident in the current staff structure in place.

Governors were clear that inclusion is 'at the heart of practice at Fourfields' and described the commitment of the inclusion team at the school, 'they are all very passionate about what they do' and leaders 'continue to push to provide the right support' for children, particularly those with high needs.

As part of their strong commitment to inclusion, the Assistant Head teacher and SENCO have fostered positive professional working relationships with representatives from the local authority, and with external consultants and agencies. From conversations held during the day, it was clear that the school works in partnership with a number of support services such as autism outreach services, speech and language therapists, health practitioners and educational psychologists, to secure the best support and provision for Fourfields children and their families.

In a meeting with parents and carers as part of the review day, a parent of a reception child who attends The Glade nurture provision explained how the school works in partnership with parents and their children saying, 'we work together'. She said how happy her son is at the school and described the daily communication and handover as 'reassuring and supportive'.

She went on to describe the 'amazing' progress that her child had made since the start of the year both socially and academically. She was particularly pleased with the progress with his speech as he had arrived able only to say a few words and now 'chatters nonstop'.

Another parent talked about staff's 'excellent' understanding and skills in supporting her child. She said that parents and carers feel they can approach any member of staff. She liked how the Head teacher was 'so visible' and 'friendly'. It is clear that staff have well established trusting and positive relationships with families.

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The evaluation of last year's targets and planning for the next steps to continue to improve further inclusive practice demonstrates leaders' strong commitment to providing a nurturing and inclusive learning environment for all at Fourfields Community Primary School.

Sincere thanks to children, staff, governors and parents for the wonderful and informative day.

The school continues to move from strength to strength in terms of its superb inclusive practice and 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 Flagship School. I therefore recommend that the school retains its Flagship 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 Flagship Status.

Assessor: Alison Merrills
Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Chief Executive Officer of Inclusion Quality Mark (UK) Ltd