



Report on IQM Inclusive School Award



School Name: Pennyman Primary Academy

School Address: Fulbeck Road
Ormesby
Middlesbrough
TS3 0QS

Head/Principal: Ms Deborah Fawcett

IQM Lead: Ms Cheryl Arkle

Assessment Date (s): 13th and 14th May 2021

Assessor: Ralph Silverman

Sources of Evidence:

- A video tour of the school
- An examination of the Self Evaluation Review

Virtual Meetings Held with:

- The Headteacher and Deputy Headteacher
- The IQM leader
- The Inclusion Leader for the Trust
- The Welfare Manager and the Trust Counsellor
- The Learning Mentor and 2 Support Assistants
- The Educational Psychologist
- The Sports Coach and the Music Specialist
- The CEO of the Trust
- 3 teachers
- 6 children
- 2 parents (telephone)



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Overall Evaluation

Pennyman Primary Academy is part of the Tees Valley Education Trust which received 'Good' in its last OfSTED in June 2017. It is a two form entry primary school with 419 children on roll. It has a 53 place unit for children with physical and medical needs. The nursery is full of 39 children in the morning and afternoon sessions. It is in a highly deprived area of Middlesbrough; 57% of the children receive Pupil Premium Funding (national average is 22.7%); there are 58 vulnerable families; 8 looked after children and 3% have EAL. It is a single storey building which is fully accessible for all children.

The CEO has been in post for 6 years. The Head of the Academy got the substantive post in January this year after working across the trust for 5 years. The motto, Every Child, Every Chance, Every Day is the inclusive ethos that is embedded throughout the academy. The Head said that, 'We are one and regardless if children are able bodied or have a disability, their race or religion or their gender, we strive to ensure everyone's needs will be catered for'.

The pandemic has brought the school even closer to its community. During the lockdowns it provided over 200 packed lunches every day; it offered electricity vouchers and bedding to those in need. It ensured its staff kept in regular contact with the families. This meant that when children returned to school in 2021, their passage was that much easier. Parents have been very grateful for what the school did during this worrisome time and have a newfound respect for the staff.

Pennyman has a soft playroom for those whose behaviour may need regulating or for some as a reward; a sensory room; two care rooms for those who need personal care and an outside area which is stimulating and varied to allow all to flourish. The displays are colourful, interesting, and attractive celebrating successes and the work that is going on. There are posters of children all around the school which encourage a growth mindset. The renovated library invites children to share and love books. The classes are larger than average and there is a lot of space for small groups. The facilities are in place to welcome any child with any need so they can fully access the whole curriculum.

This is a unique school because the Unit is very much part of the whole school. The children here are totally accepting of each other and are non-judgemental. When they describe their friends, they do not talk about their disability; they discuss their attributes and personality and describe what they can do as opposed to what they cannot. The Educational Psychologist, who has been associated with the school for twelve years, said that staff here recognise that all children can achieve, and they look for the pupils' strengths offering them support to become independent learners. He works in partnership with the children, staff and parents and provides the school with training.

The sports coach ensures that the PE curriculum is fully inclusive offering the same opportunities to every child. From Boccia and New Age Curling to the Panathlon programme, all are offered alongside the mainstream curriculum. This helps all children to have a greater understanding of other people's needs. There are a vast range of



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people who support the work that goes on here including the speech and language therapist, occupational therapists, physiotherapists, disability social worker, CAMHs, the continence team, and dietician. The music teacher shares his passion with all of the children. He ensures that music improves their confidence and self-esteem. 'It must enrich and fulfil and be exciting.' They learn to play the recorder and have opportunities to play the flute or clarinet, the steel pans, percussion and to sing. Normally year 6 would perform their end of year concert in a local theatre demonstrating the value that the school puts on its performing arts.

The learning mentor and support assistants run self-esteem, friendship, and resilience groups. They know that some parents have had miserable experiences of their own schooling and find coming in difficult. To encourage them into school they have worked hard at building good relationships and run after school groups for parents and children. These help build strong family bonds. Because they are trusted, families loved seeing them during the lockdowns. The staff are non-judgemental and have a deep understanding of the domestic issues many families are facing. They know that they are there for them and respect them.

Senior leaders and support staff meet parents by the gate and take an interest in each family. Pennyman is a safe and trusted place at the heart of its community. Over the years support for the school has grown. 95% of the families turn up for school events. Everybody strives to provide the best and to make a real difference. The staff feel valued and supported from the SLT. They said that the little things they do are not missed by the senior leaders. Local deprivation is never used as an excuse. Standards and expectations are high, and staff act as role models. However, children know that if they make a mistake or their behaviour lets them down, tomorrow is a new day offering new opportunities. The quality of CPD is first class and tailored for each member of staff. The training on sequencing work and de-escalating tactics have been greatly appreciated. This is a supportive environment where there is a communal approach to learning. Teachers share ideas and methods with each other and involve their teaching assistants from planning into practice. One said, 'Our teaching assistants are priceless.' Good practices are shared between the unit and the mainstream part of the school. The staff's wellbeing is paramount and supported by the Schools Advisory Service.

The Trust counsellor works with certain children who may need psychological and/or emotional support. She uses play therapy and assesses them using the Strengths and Difficulties questionnaire. As the welfare manager knows the families so well, she helps them to access support with housing and food vouchers etc. She works discreetly and with sensitivity. The inclusion lead for the Trust has helped build a team which understand the community's problems. The carers who look after children with certain needs love their jobs. They too believe that no child should be left out. They are an empathetic, compassionate, and committed team with a deep understanding of inclusion. They have up to date training in hoisting, feeding, administering oxygen and first aid.

Two children from each year from 2 - 6 have the chance to become members of the Junior Leadership Team. Here they discuss what improvements they would like to see. They feel that this is a good school because teachers care about how they feel. They know that they can express themselves and teachers will listen. They said that the work



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is set at the right level for them, and they feel challenged. They enjoy all the clubs that are available, and they used to like welcoming visitors and going on trips before the pandemic. They all said that they know who they would go to if they needed to talk to a member of staff in confidence. They understand the rules and if they break them, they accept that the sanctions are appropriate. Children have a good understanding of each other's needs.

Parents are highly satisfied with Pennyman. They feel involved in their children's learning and are proud of the progress they are making. They feel that communications are excellent and are very pleased with the professionalism shown towards them. One said that they could not praise Pennyman more highly. They feel that the support they have received is outstanding.

The CEO of the Tees Valley Education Trust, has an infectious passion inspiring her whole staff to believe that every child should have every chance every day. She adores her staff and drives them to be reflective practitioners asking themselves, 'have I done the best for my children and what could have I done better?' All the staff are proud of this inclusive ethos. They are passionate to discover children's talents. They have all caught the Pennyman bug and work hard to help all the children to be Pennyman citizens. The school motto lives and breathes here and the joy on children's faces can be seen on a YouTube video.

Every member of staff felt passionately that the motto embodies the inclusivity of Pennyman. Having met the staff, parents, and pupils virtually and had the opportunity to discuss the SER with the inclusion lead, I believe that Pennyman fully meets the criteria to receive the IQM award. It is the most inclusive school and should be reassessed in three years' time.

Assessor: Ralph Silverman

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values and Practice of the School

Strengths: -

- The school motto 'Every Child, Every Chance, Every Day' is the ethos that is embedded throughout.
- The school has a specialist designated unit provision which is a fully inclusive learning community. The motto underpins the vision and values shared by parents, pupils, and staff.
- Its core values of honesty, kindness, manners, respect, resilience, and teamwork were chosen by pupils, parents, and staff.
- The Unit children are included in everything that goes on in the school. The leaders are passionate about the school and the quality of provision it provides.
- There is a family atmosphere within the academy, where the highest expectations of social awareness and understanding, and academic progress are a non-negotiable for pupils, parents, and staff.
- Staff are role models and promote the expected behaviours.
- The staff aim to ensure that all children are confident, tolerant, and resilient through a broad and balanced curriculum that provides challenge, excitement, and enjoyment. Children are encouraged to take risks, learn from mistakes, and work collaboratively and independently, promoting high levels of self-esteem through a wide variety of holistic experiences.
- The graduated response to SEND ensures that adults working with the children all know the routes to follow if they are concerned about a child's progress and learning.
- There are clearly defined roles and expectations for members of staff and children know who they can talk to.
- Through pupil progress meetings, data is analysed to ensure pupils can be the best that they can be.
- Extracurricular activities are an outstanding strength of the school with an extensive range of the highest quality of provision. Take up is high.

Next Steps:

- SEND staff to work with mainstream staff to share their good practise and resources to support the mainstream SEN in making good progress.
- SEND Trust Board member and Trust board to be invited in to see practise more frequently to give them a good understanding of values and practice in the academy.



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Element 2 - The Learning Environment, Resources and ICT

Strengths: -

- Expectations are high across the school including learning environments, displays and public areas.
- Through learning walks, CPD, pupil progress meetings and conversations, resources are shared to support learning for the range of needs of all pupils.
- Subject leaders are responsible for ensuring resources are available and they carefully consider feedback from outside agencies to ensure it is suitable for all children. There is the expectation that learning environments are tidy, organised and clutter free whilst providing a stimulating, welcoming area where the children feel safe.
- Good manners and respect are a non-negotiable at Pennyman. Staff model the behaviour that is expected, and children are consistently polite and well mannered. This fits with the school's core values.
- IT is used throughout the academy to enhance experiences and support children's learning e.g., eye gazer, iPads, laptops, enlarged keyboards and recording devices. Through CPD, staff receive information, strategies, and ideas of a range of additional needs and how to support all children with those needs.
- Through the school's graduated response, staff take ownership of concerns they have, and they are encouraged to, try a number of strategies before they are referred for further advice. The Unit staff have a vast range of experience and expertise, and this is shared informally day to day to support the mainstream staff to cater for the needs of their children this includes EAL and SEN. Staff in the academy are confident with trying new things with their children. They know them very well and can talk about their needs, what they have tried and next steps to support them.
- There are celebrations of achievements weekly for the Star of the week, writer, and mathematician along with having a spotlight of the week, which is used to reinforce the core values.
- There is also the Pennyman Citizen of the week, supporting them to be good citizens e.g., table manners.

Next Steps:

- Develop the use of IT further, by supporting staff with CPD (this has already begun) so that it can be used to enhance teaching and learning.



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Element 3 - Learner Attitudes, Values and Personal Development

Strengths: -

- Learners demonstrate a shared ethos of respect for all who they encounter, whether pupils, parents, staff, or visitors. The school motto is fully embedded. Staff encourage all children to be the 'best that they can be' and they do everything they can to support this.
- Pupils know the adults they can speak to in school when they have any concerns and posters around school reinforce this.
- To meet the needs of all learners, resources are differentiated enabling all to participate in all aspects of academy life.
- There is a high uptake of breakfast, after school and holiday clubs.
- The pastoral and welfare team have a wide range of experience and expertise. The school offers pastoral support through learning mentors and counsellors as well as referring to a range of outside agencies.
- Pupils have the opportunity to take on a number of roles within the academy to support other children including Buddies, Eco Committee, Librarians, Sports Leads and a Junior Leadership Team. Children in these roles support vulnerable children and advocate for the voice of pupils. They receive training and are celebrated on displays and in celebration assemblies.

Next Steps:

- Continue to embed the core values and what they mean and how to encourage children to practice them to be good citizens.
- Embed Head Starters in KS2 to support the children with expressing and understanding their mental health.



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Element 4 - Learner Progress and the Impact on Learning.

Strengths: -

- Data is input termly, or half-termly when there are concerns. Question Level Analyses are completed after testing to look for gaps in learning. This helps teaching staff to plan next steps effectively. CPD has been delivered to support staff in interpreting the data to ensure the most impact can be made.
- Pupil progress meetings take place to discuss if children's progress is sufficient. Steps are quickly put in place if they are not on track. Targets are made for children based on their previous attainment and progress rate. KS2 children know their targets and how they can be met. The younger children and those in the Unit provision can explain what they are working on and how to make their work the best it can be.
- Throughout the academy the displays celebrate learning and achievements. Parents are invited to download the Marvellous Me app. Staff in school can send messages, badges and rewards home for groups or individuals showing their successes. The most effective way in which achievement is celebrated is face to face or through the home school diaries.
- Policies and expectations are shared during CPD sessions to enable opportunities for application and questions to ensure a consistent message is delivered.

Next Steps:

- To continue to use a triangulation of monitoring to ensure learner progress and impact is evident and to support middle leaders in understanding this technique.



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Element 5 - Learning and Teaching (Monitoring)

Strengths: -

- The curriculum is designed to engage, motivate, and excite the children. Unit classes are grouped by stages of development. Teachers plan with their mainstream equivalent stage and activities are differentiated and scaffolded to meet their needs.
- Planning is well thought out and CPD has been delivered to staff for them to fully understand and break down a national curriculum objective. Staff are given designated time in addition to their PPA to plan for curriculum subjects. They get the opportunity, with teaching assistants, and staff from across the Trust in the same year groups to plan engaging and exciting lessons effectively. Learning objectives are clear and tasks are differentiated to meet the vast range of needs.
- Through monitoring, learning walks and lesson observations, it is evident that learners are engaged in lessons, they are keen to contribute, staff are deployed effectively, and IT is used appropriately.
- Classrooms are calm and well-organised and the expected learning behaviours are clearly evident.

Next Steps:

- Continue to develop the use of ICT in classrooms so that staff are confident to deliver and support children in using different equipment which will enhance their learning and progress.



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Element 6 - Parents, Carers and Guardians.

Strengths: -

- The school places a high value on the input, contributions and support that parents make to support their children's learning, engagement and personal development.
- To maintain positive relationships and to share and celebrate their children's work and achievements, the academy uses the school website, termly open afternoons, half termly newsletters, parent questionnaires, Marvellous Me, home to school diaries, social media, and face to face daily contact. Members of SLT are present at each entrance at the start and end of the day allowing parents the opportunity to speak to them and ask questions they may have so teachers can focus on their children.
- The pastoral team has played a vital role in developing strong home school links and relationships, especially during the pandemic. A high proportion of the children at Pennyman do not start with a readiness for nursery or school. The school acts as a trusted facilitator and link between outside agencies. Parents respect the staff and want their help and support and they usually act on their suggestions.
- Throughout this year families have been supported more than ever. The school was open throughout the lockdown, including the summer holidays. Key worker families and vulnerable children could and did attend. Weekly phone calls and home visits took place by the welfare team. The academy provided free packed lunches to those who needed them, along with food vouchers and food hampers. On average, 250 packed lunches were delivered every day to vulnerable families along with additional, housing, and social care support each week. Families looked to the staff for guidance and support during this difficult, confusing, and worrying time. This has strengthened the relationships with the families.
- For those children who found the lockdown difficult, the Trust counsellor provided phone sessions and doorstep visits to provide activities and strategies to support their needs.
- Termly parent questionnaires, show that parent's value what the academy do to support their children.

Next Steps:

- To research direct debit/ online payments (This came from parent questionnaires) to support parents in paying in a more convenient way for them.
 - To continue to offer as much support as possible to families using drop-in sessions and parenting classes and to increase the number of parents and carers that attend (particularly after COVID restrictions are lifted).



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Element 7 - Governing Body and Management: External Accountability/Support.

Strengths: -

- There is a Trustee with responsibility and expertise in SEND, adopted and vulnerable children and Pupil Premium. They are knowledgeable about the academy and the challenge within the local area. They know the structures and procedures in place to support school improvement for all children. They fully endorse the academy applying for the Inclusion Quality Mark.
- Trustees are committed and experienced leaders who know the academies well; they have a variety of relevant backgrounds including being headteachers, chairs of governing bodies, parent governors and leaders in local industry and commerce. They are enthusiastic and committed to Pennyman Primary Academy. They understand their commitment to being a Trustee and what this means for them and the academy. They know about the community and the unique challenges faced by the children.
- Trustees monitor all aspects of academy life; this includes SEND and other vulnerable groups.
- There is a Trust 'SEND' cluster meeting for all five academies termly. There is an ongoing commitment to shared training and CPD across the Trust. Consistency of SEND assessment allows for moderation across the Trust.
- Pennyman was independently assessed in 2019 by two assessors using the DfE funded Whole School SEND framework; the academy received very positive feedback.

Next Steps:

- When appropriate, Trustees will continue to visit the academy to challenge and celebrate things that take place at Pennyman.



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Element 8 - The School in the Community

Strengths: -

- The academy's identity within the community is strong, positive, and supportive. Pennyman is widely recognised as a supportive and informative resource within the local community, and this is measurable through the high number of parents who are supported at various levels.
- The choir regularly sing for the local care home and children visit the local church at least twice a year to celebrate religious festivals. Children and families in the local area successfully campaigned for a crossing guard to be re-instated outside the academy.
- The pastoral team organises inclusive coffee mornings. All parents are invited allowing them to develop a support network, which gives them the opportunity to talk about difficulties they are having, with non- judgemental support offered by those who may be in the same or similar situations. Agencies such as the school nurse, housing and others are invited for informal chats with parents and carers in an informal setting.
- Parents and members of the community are actively involved in school events such as the summer and Christmas fetes, open afternoons, stay and play, along with art and craft sessions. There are always large numbers attending and supporting.
- The school has supported parents with parenting support groups, family art sessions, phonics and reading sessions. Families are supported in developing positive relationships, playing together, and modelling positive praise and boundaries. This brings families closer together and gives them a sense of achievement.

Next Steps:

- To continue to seek out opportunities to become involved in local community projects to give the children a sense of their local community, who lives in it and ways to support it.
- To continue to offer as much support as possible to families by drop-in sessions and parenting classes and to increase the number of parents and carers that attend.