



## Assessor's Evaluation for the IQM CoE Award



**School Name** Pennyman Primary Academy  
Fulbeck Road  
Ormesby  
Middlesbrough, TS3 0QS

**Head/Principal** Ms Louise Stogdale

**IQM Lead** Ms Tracy Hanger

**Date of Review** 23<sup>rd</sup> May 2023

**Assessor** Ms Rachel Campbell

### **IQM Cluster Programme**

**Cluster Group** Inclusivators

**Ambassador** Ms Rachel Campbell

**Next Meeting** **Tuesday 4<sup>th</sup> July 2023**

**Meeting Focus** **Staff Wellbeing**

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	24 <sup>th</sup> March 2022	No
<b>Summer 2022</b>	4 <sup>th</sup> July 2022	Yes
<b>Autumn 2022</b>	6 <sup>th</sup> October 2022	Yes
<b>Spring 2023</b>	26 <sup>th</sup> April 2023	No

### **Evidence**

During the one-day review the assessor evaluated the school's commitment to inclusion, and progress made against their action plan, through a range of written evidence, including:

- The school's Annual Review and Action Plan document
- School website
- School Twitter page
- Ofsted report
- Vision documents

In addition to this, the assessor also toured parts of the school with the IQM lead and the phonics lead and spent time observing students' learning. The assessor also met with students and staff, viewed the learning environment, and visited classes.



### Meetings held with:

- Head teacher
- IQM Lead
- Senior Mental Health Lead
- Welfare and Pastoral Lead
- AHT for behaviour
- AHT for attendance and wider curriculum
- Teachers
- Teaching Assistants
- Students

### Summary of Targets from 2021-2022

#### Target 1

**To improve early phonic and reading progression, through fostering a 'love of reading' culture throughout the academy, in classrooms, outside areas and at home, through increased parental engagement.**

- Leaders reviewed the provision for early phonics and reading and felt that the Read Write Inc programme was the most effective programme for delivering phonics. As progress was limited leaders reflected on how the strategy was being delivered.
- Leaders utilised the support and guidance from a RWI consultant to ensure staff were up to date in their practice ensuring children made progress.
- Leaders worked judiciously to implement a whole school CPD approach to reading and phonics, which is now embedded and proving to have impact on the progression in phonics which will improve reading outcomes.
- All staff have worked tirelessly to ensure the learning environment reflects the importance of reading.
- Pupils' work is prominently displayed around the school with an emphasis on reading and literacy.
- Work in EYFS is purposeful and a love of reading is fostered from an early age.
- To ensure a love of reading is embedded, leaders have invested heavily in ensuring all staff across all stages of the school are trained to use a range of strategies to support children to develop their ability to read.
- Alien word posters are on the school playground for children to read and practise during break and dinner times.
- Leaders have created an open-door culture of support. Learning does not stop on account of visitors entering the room.
- Children continue their learning at home with the support of a targeted phonics reading book, which children take home daily.
- Leaders work tirelessly to secure funding and support to ensure all children have access to a range of reading materials.
- Leaders have considered the delivery of reading across the school. In following the RWI model 'by stage and not age,' children move around EYFS, KS1 and SEND



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classes to make sure they are taught in a group where the teacher can support reading progress.

- Leaders ensure groups are based on half termly assessments.
- The Reading Lead has made links with RWI and utilised the support and guidance of an external consultant to support staff with intervention groups and making accelerated progress.
- The Reading Lead worked with the consultant to review the groups and identify their needed to be a change in pupil to teacher ratio.
- Staff have been utilised effectively to ensure RWI groups remain small. This ensures children remain focused and can make at least good progress.
- Leaders have made every effort to ensure parents and carers are encouraged to work with staff to support their child's reading journey.
- Leaders and staff have worked tirelessly to improve parental engagement through their judicious use of social media.
- Parents and carers have been invited into school to discuss and learn about phonics.
- Staff have reached out to parents and supported those who are interested in developing their knowledge and ability around reading.
- RWI lessons for SEND students have been carefully adapted to ensure all pupils will succeed regardless of need.
- Through their training staff have become experts at monitoring and analysing the gaps in children's phonics knowledge.
- Children experience story time daily.
- All staff are seen as 'readers.' They recommend reading books for children using the display boards around the academy.
- The Reading Lead and Teacher in Charge of the library have worked to promote a variety of reading books which promote diversity.
- Classes are named after authors to further promote interest in reading.
- Author visits from authors promoting diversity have been successful in fostering a love and excitement around reading.

### Next Steps:

- Leaders will continue to monitor the teaching of phonics to ensure teaching is consistent across the different stages.
- Teachers will continue to commit to CPD to ensure children are reading at the correct level.
- Teachers will continue to monitor and analyse children's reading through the regular use of appropriate assessments.
- Leaders will continue to support a culture of openness, ensuring all staff feel confident in delivering the phonics programme and seeking support when needed, in both mainstream and SEND.
- Leaders will continue to utilise the support of the RWI consultant as a quality assurance method.



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### Target 2

#### **To continue to share and develop good practice across the academy to support pupils with SEN with accessing their learning.**

- All staff are committed to their approach in developing good practice across the trust. They do this through regular collaboration and cross site visits.
- Leaders from across the Trust meet regularly to support one another and review good practices across each entity.
- Treetops therapy is utilised well to support children and is embedded across the academy.
- Children are supported to organise their nervous system through a daily routine of sensory diets.
- Leaders have thoughtfully planned to ensure that in-class support is available for children to access their learning and access sensory areas to regulate.
- Staff work well with external agencies and parents and carers to enable support for children following sensory diet plans. This ensures consistency and supports further development in regulating the nervous system enabling the child to access their learning.
- To continue to support children in school, leaders have been relentless in their pursuit to secure funding for additional resources and equipment.
- Staff carefully consider pupils' timetables to ensure therapeutic needs can be met. This is common practice across the academy.
- Staff ensure that children's mental health and wellbeing is the priority. This attitude ensures children can access their academic learning as their mental health and wellbeing needs are being met.
- Leaders have ensured that children with additional needs have access to a range of resources to make learning feel safe and accessible.
- Classrooms are designed to support the needs of the children who access these spaces.

#### **Next Step:**

- Leaders have been successful in securing funding to develop their outdoor provision for children. They will now commission an outdoor soft play and sensory area to further enhance the provision for children to access at playtimes and lunchtimes.
- To develop a purposeful and research informed programme for the new areas to ensure they are used to benefit the children. Staff will be upskilled to support children in the use of this equipment.
- To further develop staff understanding and skills working with children with additional needs.
- To continue to develop sensory circuits daily for all children.
- To develop and implement a therapy hub for children and families to access specialist support.



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### Target 3

**To continue to develop the mental health offer in response to the pandemic for all stakeholders, through CPD and intervention.**

- Leaders have worked to ensure a strategic school development plan reflects the mental health and wellbeing needs of the child.
- The lead for mental health and wellbeing works closely with key staff and outside agencies to ensure children receive appropriate mental health and wellbeing support.
- The lead for mental health and wellbeing has been proactive in shaping the offer of support from outside agencies, ensuring that the support works for their children.
- Specific and targeted intervention and support has been delivered to children and parents to support behaviours both inside of school and in the home.
- Teaching and Learning staff have CPD and feel more confident in aspects of mental health issues within school.
- Wellbeing Ambassadors have been established across the school, offering both staff and students support when needed.
- Leaders have invested heavily in CPD and ensure that all staff have received Trauma in Children Awareness training.
- Leaders have carefully identified key staff to receive more intense training to support their knowledge and practice in working with children who have suffered trauma.
- Leaders work with outside agencies to convey key messages with expertise and confidence through assemblies and targeted group work.
- All staff have access to mental health and wellbeing support through in school expertise and through signposting and referrals to external agencies.
- Leaders have invested in a welfare fund to ensure that families who have been met with challenges following the pandemic can be supported and ensure there are no barriers to children attending school.

#### Next Step:

- To continue to develop and promote the role of pupil wellbeing ambassadors.
- To continue to develop and promote the staff wellbeing group.
- To consider opportunities for parents and carers to engage in mental health and wellbeing support.

### Target 4

**To continue to seek opportunities to become more involved in local community projects, and further engage parents in all aspects of their child's learning.**

- Leaders have been proactive in strategically planning opportunities throughout the year to engage the whole community in the work that goes on at Pennyman Primary Academy.



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- Leaders have presented an opportunity for parents and carers to visit school on a monthly basis to celebrate what the school does well and feedback what more can be done to support them and their children.
- All staff have a visible presence to give more opportunity for parents and carers to talk to them.
- Staff have developed opportunities for parents and carers to attend school for non-academic achievements to foster positive relationships within the community.
- Social media has been carefully utilised to promote positive achievements and open a dialogue with parents and carers.
- Parents and carers have been given a voice and established changes have been made to school policy and procedures to reflect the wants and needs of the community this school serves.
- Links have been established with external agencies who work outside of education and within the local area.
- The Power of Women is a local business supporting the future of female entrepreneurs. Group work has been delivered in school to support both male and female students in understanding career opportunities in a variety of sectors.
- Middlesbrough Football Club Foundation has been utilised to support students in developing both academic and social and emotional skills.
- Support for parents is offered outside of term time as staff ensure access to the school, and its specialist equipment, is available throughout the majority of school holidays.
- 'Stay and Play' opportunities have been regular occurrences giving parents and carers the opportunity to share in their child's learning.
- The weekly 'market' event brings the community into school and is supporting parental engagement whilst also caring for the community.
- Staff have developed links with local elderly care provisions and continue to plan projects where residents can visit children in school as well as children being able to attend the care home for events such as reading.

### Next Step:

- To continue to implement Middlesbrough Football Foundation and NETA Training to hold a community event. The aim of this is to improve a community area and invite local residents to support this process.
- To plan and deliver the Zone Boro offer of a 6-week programme that would get young people engaged in an activity to affect change in their local community and give something back. Children would learn about managing a budget, developing team building skills and using their voices to affect change.
- To explore opportunities to work with The Young Gentleman programme. Make links with schools within your IQM cluster to see if this is suitable for your school.



## Agreed Targets for 2022-2023

### Target 1

**To develop the inclusion and therapy offer across the academy to ensure inclusion and support for all.**

#### Comments

- Leaders to ensure time and training is heavily applied giving staff the skills needed to develop and implement resources to be used in the planned Therapy Hub.
- Identified staff to ensure resources are accessible throughout the school. Staff will develop resource boxes to support children e.g. SaLT resources; ELSA; Physiotherapy equipment.
- Leaders to carefully plan individual timetables to ensure children can receive appropriate support.
- Leaders to continue to ensure professional development and learning for staff with additional needs remains inclusive and accessible.

### Target 2

**To develop and provide opportunities for the children to prepare them for Adulthood (PFA) through trips out into the local community.**

#### Comments

- To develop links with local businesses and organisations enabling them to come into the academy and work alongside children. The aim is to teach children to love and respect their local area and community and the ways in which they can do this.
- Develop the preparation for adulthood model to be inclusive of those with additional needs.
- Network with Priory Woods to support children's PFA through work experience at Pennyman Primary.
- Develop a strategic plan for external visits to support children's experience of the local community.

### Target 3

**To embed through whole academy CPD specific and targeted intervention support through a trauma informed approach for all staff to be able to support our most vulnerable children.**

#### Comments

- All staff to engage with Trauma informed practice training with Lynn Burt.
- Embed the approach into everything they do at PPA.



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### Target 4

**To explore further opportunities to maximise parental involvement within the outcomes for pupils with SEND across the academy.**

#### Comments

- Research and develop new opportunities for parental engagement.
- Conduct parent's voice including the use and analysis of SEND specific surveys.
- Hold regular SEND information events and signpost parents to services and activities they can access alongside the local offer.

### The Impact of the Cluster Group

#### Cluster Summer '22 Venue and focus:

Breckon Hill Primary School 4<sup>th</sup> July 2022

- Inclusive ethos, EAL (New to English programmes) transition, poverty, and autism support.

#### Impact and Actions:

The cluster was useful in supporting leaders at Pennyman Primary Academy to reflect on their practice with students and families. The school reflected that although they were using the same strategies the implementation of those strategies was different which allowed the IQM lead to reflect further on how they delivered strategies more effectively in their context.

#### Cluster Autumn '22 Venue and focus:

North Ormesby Primary Academy 6<sup>th</sup> October 2022

- The effective use of ICT in the classroom to support inclusive learning.

#### Impact and Actions:

As the school were embarking on a new initiative involving one-one pupil iPad use, this cluster's focus was very well timed. The inspiring work observed at NOPA has enabled the development of ICT use across Pennyman Primary Academy. As a school they have gone on to successfully implement the use of iPads for all children in the academy.

#### Cluster Spring '23 Venue and focus:

Thorntree Primary Academy 23<sup>rd</sup> April 2023

- Transition
- Attendance





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- Intervention

### Impact and Actions:

The school were unable to attend due to staff shortages. The assessor discussed the importance of attendance at the meetings and the commitment to attend all meetings as part of the contract with IQM for CoE. We discussed that attendance could be delegated depending on the focus of the meeting. The IQM lead discussed the challenges that the school had faced with staffing due to the high need of some of their students. The assessor was reassured by the lead's commitment to the CoE requirements and their desire to progress to Flagship status in the future.

The IQM lead has engaged with the Cluster Group and attended two of the three meetings held in the last 12 months. The IQM lead spoke highly of the other schools in the cluster and was disappointed and frustrated to have been unable to attend the last meeting.

Pennyman Primary Academy staff have found the Cluster groups have helped the IQM lead to understand the effectiveness of targeted, inclusive interventions for all learners and the need to adapt to their own context.

### Overview

Pennyman Primary Academy is a calm and purposeful place, conducive to learning and a school which supports the whole child to grow. During the assessor's visit to the academy, it was clear that inclusive practice is a golden thread that weaves its way through every adult and child in the school. The school is described by staff as 'two schools; one family.' The differences each of their children show are celebrated as differences, and not as challenges. There is nothing this school cannot handle.

The Headteacher is quick to state that the success of the school is down to everyone. There is a collective force where everyone is a leader at Pennyman Primary. This leadership of the Academy has ensured the school is focused, and highly committed to creating an inclusive space for both children and staff.

The leadership qualities of the Headteacher cannot go unnoticed. Under their guidance and judicious decision making, the team at Pennyman has created a school which engages with its community. For example, the lead for pastoral care has built strong relationships with parents and carers and is welcomed into their homes even when a tough message needs to be delivered. Parents and carers value the honesty from staff regarding their concerns and this open relationship has led to parents and carers regularly attending events in school which support their child and the community.

During the tour of the school staff demonstrated their expertise in teaching. The whole school follows the same timetable for the first session of the morning which focuses on phonics. This enables a fluid approach to timetabling and reinforces 'stage not age.' As the assessor toured the school, they witnessed children being taught in all available spaces. Children are surrounded by a variety of high-quality reading materials. When a child was finding it difficult to regulate, they were not only allowed, but encouraged to



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retreat to their safe space. As they lay on a pillow laden seating area reading, their teacher continued to facilitate a phonics session whilst enabling the child to regulate before re-joining the group. This expert knowledge and understanding of how to support children was witnessed throughout the assessor's visit. The investment in fostering a love of reading throughout the academy also promotes inclusion within all classes which are all named after authors.

The school is a haven for children and adults and ensures individuals thrive, so they may face the next chapter or stage of their education journey. For some children this is progressing to mainstream secondary school, however for some children it is progressing to specialist provision. Either way, the school ensures that they are prepared for the next stage. The school has embraced its diverse nature and has built a successful provision which supports everyone to succeed. There are opportunities for everyone to feel included. For example, the school is part of a Trust wide performance of *We Will Rock You*. All children, regardless of ability, are included, something which staff are very proud of.

This inclusive mantra continues into every class and into the outdoor spaces as leaders have been tireless in their pursuit to secure funding to develop spaces which all children can access. When asked what the impact having these spaces has on the children, the staff discussed how proud they are that they can offer support throughout the year, ensuring that all children can use the facilities and specialist equipment. This really puts Pennyman not only at the heart of the immediate community, but also offers support for parents and children who commute to the school for its inclusive provision.

There is a genuine warmth, and passion for the young people of Middlesbrough. There is a collaborative feel with everyone contributing to the vision and strategic direction of the school. The school's vision is for every child to succeed by addressing the needs of the child (whatever they may be) first before pushing academic success. Leaders talk about what the whole child needs and how focusing on one part of the child's journey will not equal success in the future.

The leaders are clear about the vision and next steps for the school. They have excellent reflective skills in their leadership wanting the best outcome for all students whatever their starting points. All staff are included and valued and buy into the vision. The values for achievement for all students are at the heart of the school. The 'H Effect' is what leaders refer to when they talk about the development approach. This plan of school development ensures everyone can see the whole picture and interventions can be targeted, timely and purposeful. The way staff assess pupil progress by looking at the whole child has changed the conversation around what the individual child needs.

This commitment to inclusion was reinforced throughout social times when the assessor visited the lunch hall. Children and adults enjoyed eating together. There was no segregation, all ages and abilities mixed with one another during lunch time. This sense of belonging and family was even more apparent when the assessor met with a group of children to discuss inclusion at the academy. The children were all from different stages and had a range of abilities. Children used spoken language and Makaton to communicate with passion their love for the school and the adults that care for them. 'Amazing' 'Wonderful' 'Brilliant' is a small selection of the words used to



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describe how they feel about their school. The children all talked about adults in the school who they trust and feel safe with. It was an honour to listen to pupils share their thoughts and feelings about the school. Their understanding of how staff ensure they are safe alongside their ability to express their personal challenges is inspiring.

The structure of support for all pupils has been carefully mapped out with judicious use of all staff, outside agencies, and targeted intervention strategies. The support builds upon pupils' previous knowledge, skills and understanding as well as identifying the pupils' gaps in their learning, be it academic or social and emotional. This means that all pupils are catered for, regardless of their ability, so that they become confident young people who enjoy learning.

I would whole heartedly recommend that the school retains its Centre of Excellence status and is reviewed again in twelve months' time. The next review will look closely at how the school continues to develop its use of specialist equipment and the Therapy Hub, which will be of enormous benefit to children across Middlesbrough who attend the school.

**Assessor: Ms Rachel Campbell**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**

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