



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 21st May 2024

Assessor Mrs Emily Carr

IQM Cluster Programme

Cluster Group Inclusivators

Ambassador Mrs Rachel Campbell

Next Meeting 1st July 2024

Meeting Focus To be confirmed

Cluster Attendance

| Term | Date | Attendance |
|--------------------|-------------------|-------------------|
| Summer 2022 | 4th July 2022 | Yes |
| Autumn 2022 | 6th October 2022 | Yes |
| Spring 2023 | 26th April 2023 | No |
| Summer 2023 | 4th July 2023 | Yes |
| Autumn 2023 | 6th October 2023 | No |
| Spring 2024 | 25th January 2024 | Yes |
| Summer 2024 | 1st July 2024 | |

The Impact of the Cluster Group

Pennyman Primary Academy is an active participant in their Cluster Group, attending meetings using much of the related training within their school and sharing ideas with their staff. Leaders try to identify which staff member is best suited to attend the Cluster Meeting, based on the focus and themes of the meeting.

The IQM Lead articulated how they are pleased to be part of the IQM Cluster Group and enjoy collaborating with other schools. Staff have gained new ideas and approaches from attending the meetings and speaking with colleagues from different settings.

The Summer term (2022 – 2023) Cluster meeting, at Outwood Academy, allowed the staff member who attended to bring back reflections on staff wellbeing.



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Colleagues were unable to attend the first Autumn term Cluster meeting at Park End Primary but reflected on the minutes and presentations that were sent through and identified that more work is needed to support transitions from Year 6 to Year 7 and have reviewed and refined their current systems.

The Spring term meeting at Green Gates Primary School had a theme of 'strength, challenge and support across the education sector' and the IQM Lead described how this prompted Pennyman leaders to reflect on parent participation and communication and having a better understanding of needs. Leaders also reflected on Education, Health and Care Plans (EHCPs), provision maps and the need for clarity of detail and information. Through discussions at this meeting, staff at Pennyman are now also exploring the Earth Beat Music Group for pupils in the unit provision.

Leaders at Pennyman are committed to networking and sharing best practice.

Evidence

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

- The school's Centre of Excellence (COE) Annual Review and Action Plan document.
- Pennyman Primary Academy's website.
- Office for Standards in Education (Ofsted) Report - February 2023.
- Tees Valley Education (TVEd) Trust newsletters.
- School Facebook social media page.
- School X (Twitter) social media page.
- School behaviour data tracking system.
- Assessment tasks for unit provision pupils.
- Pennyman Primary Academy Positive Behaviour Policy.
- One-page profiles.
- Individual 'Preparing for Adulthood' outcomes documents.

Meetings held with:

- Headteacher.
- IQM Lead.
- Teachers.
- Teaching Assistant (TA).
- Mainstream Special Educational Needs and Disabilities Co-ordinator (SENDCo).
- Assistant Headteacher for Attendance and Safeguarding.
- Assistant Headteacher for SEND Unit provision.
- Mental Health and Wellbeing Lead.
- Pupils.

The Assessor also conducted a tour of the school building, viewed displays, looked in pupils' books, observed teaching sessions and talked with pupils. A visit was also conducted to a local library to see a Preparing for Adulthood (PFA) session with Key Stage 2 (KS2) pupils and staff.



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Summary of Targets from 2023 - 2024

Target 1:

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

Leaders identified several steps to meet this target:

- Leaders to ensure time and training are 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 pupils, e.g. Speech and Language Therapy (SALT) resources, Emotional Literacy Support Assistant (ELSA) and physiotherapy equipment.
- Leaders to carefully plan individual timetables to ensure pupils can receive appropriate support.
- Leaders to continue to ensure professional development and learning for staff with additional needs remains inclusive and accessible.

At Pennyman, mental health truly matters. Promoting good mental health and wellbeing practices are central to the school ethos and pupils are taught how to protect their own and others' wellbeing. This school has a belief and vision of holistically developing all aspects of a child. All staff feel passionately about supporting pupils to help them reach their full potential. They know that a holistic approach to education is needed and have developed a strong inclusion and therapy offer.

The Therapy Hub has been a real success and has shown impact on one-to-one, small group and whole class levels, with pupils building their confidence in the Hub setting and then transferring these skills into their usual classroom environments. The impact has been seen in the one-to-one or small group sessions in the Hub and this has also been seen within the classroom environments, meaning pupils are embedding their skills and are confident to use and apply them in bigger groups.

Leaders have created a Therapy Hub team based around an audit of staff skills, interests, training and qualifications and these staff are dedicated to their mission to offer targeted support to the pupils of Pennyman.

There is now a team made up of the following:

- Speech and Language – two TAs delivering SALT interventions linked to targets, speaking and listening games and activities to promote and stimulate talking in a safe environment.



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- Physio support – one TA, three days per week, delivering exercise programmes and stretches to pupils on the Occupational Therapy (OT)/Physio caseload. The TA has been trained by National Health Service (NHS) Physiotherapists.
- Occupational Therapy and Sensory Diets – one full-time TA and one part-time Sports Lead delivering sensory diets/circuits. The school's commissioned Occupational Therapy team, 'Treetops' has trained these staff.

Continuing Professional Development (CPD) is ongoing, as this team is very proactive in developing their learning and research for new activities and ways to develop their areas. One TA talked with passion about how she works with pupils in the dedicated space to develop speech and language skills and the positive impact this is having on the pupils who are receiving the support.

The Therapy Hub team have ensured that 30 unit and 17 mainstream pupils have received their individual speech and language programmes and delivered group SALT sessions to pupils awaiting SALT assessment. The Physio TA has received training and support from the NHS Physiotherapist and OT team, supporting 13 pupils who are under OT/PT intervention. The Treetops TA has worked alongside the OT to develop her CPD to deliver the personalised daily plans or sensory circuits to 19 unit and 11 mainstream pupils.

The SEND and Pastoral and wellbeing team also continue to work together to ensure inclusion across the academy for all pupils. The Pastoral team works closely with the Virtual School to support staff in gaining the correct placements for pupils. This year, two pupils have been educated between Pennyman and a local Alternative Provision setting. This ensured the pupils were able to access education and extra support and prevented suspensions.

It was clear, throughout the review day, that this target has been met and that leaders will continue to review and refine the inclusion and therapy offer over the next academic year, as it is clear it is having a positive impact.

Target 2:

To develop and provide opportunities for the pupils to Prepare them For Adulthood (PFA) through trips out into the local community.

The following actions were identified to meet this target area:

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



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The theme of Preparing for Adulthood underpins all aspects of the curriculum as staff advocate equal life chances for all pupils as they move into adulthood.

Leaders have identified some key strands when talking about preparing for adulthood. The Preparing for Adulthood outcomes framework is used to ensure clarity and progression. At Pennyman, Preparing for Adulthood means preparing for:

- Higher education and/or employment – including exploring different employment options such as volunteering, enterprise activities and supported employment, alongside opportunities for paid employment and self-employment.
- Independent living – this means young people have choice, control and freedom over their lives and the support they have, their accommodation and living arrangements, including supported living.
- Community inclusion – having friends, participating in and contributing to the local community.
- Good health – being as healthy as possible, including physical health and mental wellbeing.

The IQM Lead, who is also a SENDCo in the school, talked passionately about how she has wanted to develop this area since taking on her role at the school. She has been keen to evidence the impact over the year toward EHCP targets to show progress and set new aspirational targets during the year if pupils have achieved their current target and not just wait for the annual review. She has now introduced an EHCP report, where teachers comment termly on progress and attainment of the EHCP targets as the first stage of this document. Staff recognise that preparing for adulthood should begin as early as possible to support pupils and families to have high aspirations for the future.

On the review day, a group of pupils accessed the local community library as part of the PFA work. Visits such as this are a regular occurrence and the trip evidenced the relentless drive that staff have to give pupils a range of opportunities to develop their independence.

Leaders are also keen to ensure pupils are ready for the next stage of their educational journey and ensure the transition to secondary is positive to support in their progression to adulthood. On the review day, staff talked about how they shared lots of information during the transition from Year 6 to Year 7 and worked hard to ensure pupils were 'secondary ready'. Staff work with Headstart and also offer transition workshops.

Leaders wanted to give the pupils and teachers some ownership and choice over what they want to learn about, do and see. In this Summer term, staff are trialling a system where the pupils choose or vote for their PFA choices. They recognise that this is an ongoing target and that as the curriculum is taught, it will be adapted and altered to meet the needs of the pupils and to improve it further.



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Target 3:

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

Leaders identified these actions to ensure this target area was met:

- All staff to engage in trauma-informed practice training with the Trust Trauma Lead Practitioner.
- Embed the approach into everything they do at Pennyman Primary Academy.

Leaders are aware of the current agenda around trauma-informed practice as a means for reducing the negative impact of trauma experiences and supporting mental and physical health outcomes. They were keen to embed trauma-informed practice and an awareness of how trauma can negatively impact individuals and communities, and their ability to feel safe or develop trusting relationships with school staff. Trauma-informed practice acknowledges the need to see beyond an individual's presenting behaviours and to ask, "what does this person need?" which is exactly what the Senior Leadership Team (SLT) wants.

A total of 17 members of staff have been trained over the academic year. All of the SLT and the Pastoral Team are now trauma-trained, as well as teachers and TAs from each phase of mainstream and unit provision. As this is a two-year training plan, staff were chosen from each phase initially so that pupils in all phases had an adult who could recognise and support them. By Summer 2025, all staff at Pennyman will have completed full Trauma-Informed Practice Training and Support. In addition to this, the Trust Trauma Lead Practitioner has delivered whole staff CPD on trauma-linked behaviours and often sends articles and blogs for staff to read and discuss. Leaders talked about the positive impact this work has had already and how the '*shift in thinking*' has meant staff now handle behaviours differently.

The Mental Health and Wellbeing lead works closely with the pastoral team to ensure that referrals are made to outside agencies (Inside Out, Bungalow, Young Carers) to ensure that pupils and families receive the support that they need. Pupils are currently receiving support in the form of one-to-one sessions, parent-led sessions and group sessions within the school day.

The Year 6 Teacher and Trauma Lead talked passionately about how her Master's degree has supported her in leading in this area. She discussed how developing trauma-informed practice is a journey and will take time to ensure it is done correctly to have maximum impact. She discussed how they analyse pupils' and families' needs and make decisions based on this. She talked about how the school has developed the use of MyHappyMind, as part of their Personal, Social, Health and Economic (PSHE) curriculum, to allow pupils to understand their feelings and emotions and how to manage them. She discussed the importance of pupils learning to understand how their brain works and why they respond the way they do. One teacher said, "pupils are developing skills of regulation".



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Leaders have also introduced the following to support in this area:

- Sensory breaks have been introduced across the academy as individuals/classes require and mid-afternoon breaks were introduced to break up the afternoon lessons.
- Trialling in Year 5, in the Summer term – reading for pleasure session 8:30 am – 8:50 am, giving time for staff to conduct a wellbeing check with pupils in a more relaxed start to the day, to see if it impacts on pupils' health and wellbeing before starting learning straight away.
- Through Trauma Informed Practice (TIP) training the behaviour policy was amended to incorporate a restorative approach to support pupils to take ownership with the support of the adults.
- Pastoral Team in place and vulnerable pupils being monitored and discussed at the regular SLT meetings.
- Trial of the new graduated behaviour strategy.
- To further develop their PSHE offer, the school has bought into the MyHappyMind programme, which is grounded in science and dedicated to building positive mental wellbeing. MyHappymind helps pupils understand how their brains work and creates a culture that helps to build pupils' resilience, confidence and self-esteem. MyHappymind also teaches the pupils how to self-regulate and manage their emotions. MyHappymind covers all of the mandatory objectives from the Department of Education (DfE) Relationship Education Curriculum and also around 70% of the PSHE objectives.

Staff training will continue over the next academic year and the new way of working will be embedded across the school.

Target 4:

To explore further opportunities to maximise parental involvement within the outcomes for pupils with SEND across Pennyman Primary Academy.

Leaders identified the following steps to ensure they maximised parental involvement within the outcomes for pupils with SEND:

- 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.

Leaders at Pennyman know that parental involvement is of vital importance and have further developed their parental engagement offer. Staff work hard to build positive relationships with the families of Pennyman to fully support the pupils on roll. There is even a dedicated Parents, Carers and Pupils page on the school website.



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Staff are always present, welcoming and available to parents. They work effectively with parents to gain a better understanding of their child and involve them in all stages of their child's education. This includes supporting them with understanding SEND procedures and practices and providing regular feedback on their child's progress. Parents/carers are invited to regular parental consultations plus, this Spring, the school offered drop-in sessions, for parents/carers to come in and review targets and meet with other families. These drop-in sessions will also be offered in the Summer term. This is in addition to the annual school report that is provided at the end of the academic year.

Communication with pupils and parents has a strong emphasis. Check-ins with families and students, linked to the school's work around developing mental health and wellbeing, take place each morning and at the end of the day and are valued by all. Leaders also offer experiences for parents/carers to participate in, such as 'Family Fitness Days' and seasonal craft sessions as well as Family Learning Open Days. These events are proving to be popular and support the wellbeing of the whole school community.

Another offer, which has been further developed, is the Fare Share charity work. Two parents now run this and this school shop offer is a source of support for many families at Pennyman.

The academy SENDCos have further developed relationships with SEND parents, through developing the communication offer across the school. They now have regular phone calls, communicate via the Class Dojo app and attend initial meetings. For those parents/carers who struggle to attend meetings, staff will conduct home visits. These allow staff to break down barriers and support parents/carers in feeling more comfortable discussing their child and any issues. The use of home visits also allows staff to truly get a feel for what the child's life is like and what they are experiencing daily.

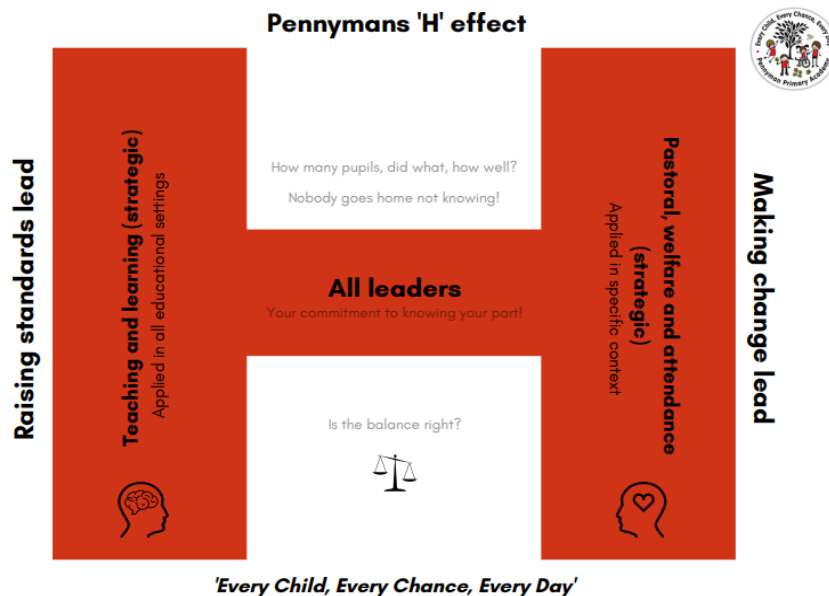
The Headteacher has an open-door policy and offers parents/carers regular 'Coffee and Catch up' sessions to talk and share any feedback. The Headteacher's ethos of the importance of relationships is demonstrated in the staff's commitment to developing relationships and working closely with parents, carers and guardians to secure the best outcomes for pupils.

Agreed Flagship Project for 2024 – 2025

Project Title:

The Behaviour Strategy – a graduated response to behaviour

Outline of Project:



At Pennyman Primary Academy, staff recognise the importance of the pastoral offer within the academy to ensure pupils are ready to learn. They have developed the 'H' effect as a holistic commitment to the value of the whole child.

The Graduated Behaviour System has been created due to several identified reasons:

- High numbers of vulnerable pupils, living within an area of depravity within the top 5% of the country.
- Challenging behaviours seen in school – there has been an increase of pupils at risk of suspensions and exclusions.
- Behaviours relating to the surrounding area and issues on the estate and with the community that the school serves.
- The need to improve behaviour as negative behaviour has an impact on outcomes.
- The barriers staff were seeing in pupils were not academic but linked to Social, Emotional and Mental Health Needs (SEMH).

After a successful initial trial of a new behaviour approach, within one of the upper KS2 year groups, leaders now aim to extend this across the KS2 classes, one year group at a time to enable Senior Leaders the opportunity to fully support all pupils and ensure a consistent approach moving forward.



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The Behaviour Policy has been adapted to reflect the Trauma Informed Practice training that staff have undergone and follows a restorative approach which supports the 'H' effect.

The Graduated Behaviour System:

The academy day is broken down into five sessions: before break, breaktime, after break, lunch time and afternoon. Every pupil starts every session with four regulation points. Regulation points are lost for each behaviour that is not desirable; however, pupils can gain points for outstanding behaviour and effort in each session. The points then equate to golden time which is a 50-minute session on a Friday afternoon and depending on the points pupils have earned will determine how much golden time they can access. When pupils have lost some or all of the golden time they access emotional regulation support during this time.

For persistent negative behaviours, there are consequences, but all with restorative discussions and emotional support.

As the pupils are all rewarded with four points every session and it is their responsibility to keep their points and staff record what each point is lost for, it enables leaders to analyse the behaviours, look for causes and respond promptly to ensure success. The system allows staff to track academic and SEMH outcomes.

As an academy and at Trust level, leaders are involved in a working party to develop a SEMH Graduated Response in line with the SEND and Behaviour Graduated Responses that are already in place. With a clear line of when and where they transgress and need to cross over to one of the other pathways, this will ensure that the narrative and evidence that is collected can be collated in one place and available to progress.

Tasks will include but are not limited to:

- To develop the SEMH Graduated Response, in line with the SEND and Behaviour Graduated Responses that are already in place. With a clear line of when they transgress and need to cross over to one of the other pathways.
- To develop the task group and actions set and disseminate sections across the team to develop and bring back to the next meeting.
- To develop and embed MyHappyMind mental health and wellbeing PSHE programme.
- To introduce the new behaviour approach across KS2/KS1/Early Years (EY) including SEND.

The Flagship project is aligned with the School Improvement Plan and will support the leaders in achieving their vision for developing a trauma-informed approach to behaviour across the school.



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Overview

Pennyman Primary Academy is an inspiring, creative and inclusive school. Inclusion is central to everything and is a thread running through every part of school life. Leaders are forward-thinking and supportive. They are a reflective team that ensures all staff are included and valued and buy into the school vision. Ofsted commented on this in February 2023, stating, 'Pennyman Primary Academy is a highly inclusive school. Leaders at every level have an unwavering commitment to serving the community'.

The school is a larger-than-average primary school. Families want their pupils to attend this school. 'Adults and pupils feel proud to be part of the 'Pennyman family''. (Ofsted 2023). As a mainstream academy with a specialist designated unit provision, Pennyman is a fully inclusive learning community. Unlocking each child's unique potential is at the heart of learning, which is reflected in the academy's motto 'Every Child, Every Chance, Every Day'.

The school motto underpins the vision and the school values, 'Ready, Respectful, Safe', which are shared by parents, pupils and staff. Working together in this positive culture allows pupils the best opportunity to be happy and successful individuals and recognise the contribution they can make to the academy, Trust and wider community as they move through life. One teacher explained, "whilst at our school, pupils gain independence and know they belong and fit in here".

The vision for inclusivity and a belief that every child can achieve and succeed is clear when speaking to any member of staff. Across the school, there is a sense of love, nurture and family. All staff know their pupils and this dedication allows them to ensure pupils are happy, well-rounded and achieving. Leaders are committed to ensuring a holistic approach to education is offered. This is evident on the detailed and informative school website, the school's Facebook page and X (Twitter) page and then when walking around the school the inclusive ethos is clear to feel.

Leaders prioritise the wellbeing of the whole school community. Staff are committed to creating an environment where good behaviour is at the heart of productive learning. The school believes in a relational, restorative behaviour approach which builds self-esteem in each child and an understanding that they are responsible for their behaviour. This is a school community with respect and empathy at its heart. There is a strong offer of interventions for the pupils at Pennyman, for both academic needs and wellbeing needs, such as Lego Therapy, writing interventions and Lexonik.

Staff wellbeing is a clear focus of leaders. One staff member articulated how leaders support them, explaining, "leaders are supportive and committed. They care about us and our time and try to make sure our time is used effectively". Another talked about the strong training offer they have and the positive impact this has on their skills and future career progression.

The learning environment reflects the inclusive ethos of the school. On the tour of the school, it was evident that the inclusive environment promotes attitudes of understanding and acceptance of individual differences where learners and staff can thrive. The school is warm and nurturing. Classrooms are appropriately equipped with



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sensory resources and spaces for pupils to regulate. Displays across the school celebrate learning and showcase the wide range of opportunities on offer to the pupils who attend.

The inclusive ethos spreads to the curriculum, which is aspirational and engaging. Staff work collaboratively to plan a comprehensive, cohesive curriculum which is enriched with a broad range of learning opportunities, designed to challenge the most able and engage those with special needs. Leaders expect that pupils will make significant progress in all subjects but also develop a passion for learning and discovering their strengths and talents through the opportunities that are provided. Ofsted, commented, 'Leaders are ambitious for every pupil to achieve well and be successful. They have designed a curriculum that is broad and ambitious' (February 2023). One teacher talked about how, "good practice is embedded. We are good at letting pupils know what they are doing well and what they need to do to improve and progress". The Year 6 Unit provision teacher showcased how they created their version of Standard Assessment Test (SAT) papers, based on pupils' academic levels, to allow these pupils to sit exams in the same way their mainstream peers did.

The curriculum extends beyond the classroom and staff work hard to offer trips and visits to bring learning to life and enrich the pupils of Pennyman. This offer has had a positive impact on pupils with many sharing how much they enjoy the opportunities on offer to them. One child said, "I loved going to Carlton for our residential. It was amazing!" Other pupils talked with passion about the sporting events they have attended such as wheelchair football and Commando Joes. The IQM Lead is in the process of organising a bell boating trip for pupils to attend, explaining how opportunities such as these enrich the pupils and allow them to develop skills of independence and resilience.

A key focus of the school is to develop literacy and communication skills. At Pennyman, every class has a golden web of key vocabulary on display. Staff apply the science of learning to their practice to provide the best for the pupils in their care and know that through a high-quality English curriculum and exposure to literacy, they will support pupils in developing skills for life.

A key driver in the curriculum is reading. Pennyman is a reading school and each class is named after an author who was chosen by the pupils and staff. The school has books in every corner to entice pupils into reading. Staff talked passionately about how this is so important as reading supports lifelong learning and achievement. On the assessment day, one child said, "I love visiting the library and reading. We read lots of books here".

This is a school that has high aspirations and expectations for all. There is a clear graduated response embedded across the school. One staff member talked with enthusiasm about how they support pupils across the school and how those with SEND are supported extremely well. Teachers are knowledgeable and skilled and make appropriate adaptations to meet pupils' needs. Pupils with SEND are fully integrated into the life of the school. Adults know these pupils and their needs extremely well.

The inclusive ethos and focus on achievement, expectations and aspirations have given rise to many success stories at Pennyman. Success is celebrated at every opportunity and examples of this were seen in the Trust newsletters, where pupils from the school



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have been highlighted for meeting the Trust 'Diamond Standards'. Pupils are pleased with the many opportunities they have to be recognised for their successes and some pupils were keen to show the badges they have earned and talk about their positive experiences in achieving positions on the School Council.

The ethos of ambition and development is not just about the pupils, either. The leaders of this ambitious school want to empower and develop staff. Leaders are keen to nurture staff and allow them to play to their strengths for the benefit of the pupils. Leaders want to develop staff expertise. CPD is well thought out and is evaluated for impact. Induction processes for new staff, and new roles, are strong. There are strong processes in place to ensure all new staff fully understand the policies, procedures and ethos of the school and the needs of the pupils who attend. This allows consistency and cohesion for pupils. Health and Safety and medical training are of utmost importance at Pennyman and the strong induction process and buddy system, ensure staff are confident in supporting the wide range of needs pupils have. Staff value the opportunities they are given and feel that there are progression pathways and effective training programmes. Several staff talked about the aspiration across the school, with one stating, "there are opportunities to develop and grow here".

Leaders are forward-thinking and outward-facing. The Headteacher is passionate about learning from others and sharing best practice. Leaders understand the importance of networking. New ideas and strategies are rooted in data and solid evidence. Curriculum leads visit other schools in the trust, and local area, to share their expertise. Staff also attend and present at local network groups such as the SENDCo network. This passion for working with others demonstrates their capacity to effect change on a wider scale. At Pennyman, leaders are clear about the vision and next steps for the school.

It is clear from the review process that the team at Pennyman Primary Academy continue to be fully committed to inclusive practice and they successfully demonstrated the positive impact of their work towards the IQM Centre of Excellence targets over the past 12 months. They have proved their expertise over the years of IQM accreditation and they have the passion and capacity to continue to drive the inclusion agenda in their school, the Tees Valley Education Trust and beyond.

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 pursue Flagship School status. I therefore recommend that the school moves to 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: Mrs Emily Carr

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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