



Report on IQM Inclusive School Award



School Name: Tudor Grange Academy Redditch
Woodrow Drive
Redditch
Worcestershire
B98 7UH

Head/Principal: Jodie Bolter

IQM Lead: Clare Waterhouse

Assessment Date: 16th October 2020

Assessor: Tracy Cockayne

Sources of Evidence:

I had the pleasure of conducting the IQM assessment of Tudor Grange Academy Redditch in a virtual manner. Although this was a 'new normal' for all of us in this COVID-19 period, this did not compromise the depth, breath and integrity of the visit. The information from the IQM Self Evaluation, the school SEF and website and of course our online meetings, were all triangulated to ensure that the standards of the Inclusion Quality Mark, were not just established but embedded their everyday practice. The self-assessment was compiled to a high standard and with expert delegation and organisation, they ensured I spoke to the right staff who spoke confidently and passionately about each element. What is so strikingly apparent and pervades the positive culture of this school, is the dedication and drive of the staff to make a positive difference.

The team I met were committed leaders, but they were also passionate, omniscient of the pupils they serve, but also compassionate, all whilst demonstrating uncompromising ambition. There has been significant progress since their last Ofsted visit and it was quick to concur with the Leadership Team that they are now securely on their journey to good.

Element 1 - The Inclusion Values and Practice of the School

Inclusion lies at the heart of the school and they remain driven by their inclusive moral purpose. All staff, parents and Governors are committed to inclusive practices, reinforced through the value, practices and ethos of the school. It was clearly evident through offering an inclusive and bespoke curriculum path that is differentiated to pupil need, that they do not chase attainment measures, but instead encourage students to study a breadth of subjects that are appropriate to them.

Strengths:-

- The KS3 curriculum allows choice and a breadth of opportunity for students to nurture their strengths. Their curriculum moves beyond a 'one size fits all' model and is supported with a bespoke foundation learning programme as well as a new 'Gifted and Talented' programme to ensure success for all students.
- Individual differences are valued and celebrated through weekly assemblies on a variety of subjects, cultures, ideologies, religions, to take down barriers of discrimination and to celebrate diversity. These compliment Drop-Down Days which include a full 5-day PHSE programme across each year group in the school.
- There are comprehensive and effective induction and transition processes in place. There is a protocol that initial visits to middle schools are made by the Leadership Team and SENCo to gather information on new intake. They pride themselves on early identification of vulnerable pupils, especially those that may find transition difficult or at-risk students student information, including SEND. Safeguarding files transferred securely and actioned quickly.
- There are well established relationships with advisory teams such as the Educational Psychologist, Speech and Language Therapists, Complex Communication Needs Team. They effectively broker external expertise to advise on inclusive strategies on individual students. The Local Authority counselling services are available and they are used by staff and pupils.
- Safeguarding practices are strong with investment in training in all levels from the Governors to support staff. New staff complete training within specified time through online training for staff (E.G. FGM). Tudor Grange Academy uses 'My Concern' safeguarding process for whole school logging of safeguarding issues and the respective actions. Assemblies and Drop-Down Days cover safeguarding related topics for students and staff attend the Trusts DSL network meetings to share good practice.
- Higher attainers have been a key area of focus for raising attainment, specifically with boys. They are supported by G&T Ambassadors from the 6th form, utilising the skills and successes of other pupils within the school to boost the wider population.
- Decisions are made based on wellbeing, whether that be a judgement in financial investment in the building or staff, meeting a need in the community or for the



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wellbeing of staff. An example would be reducing the amount of data collection points to promote the mental health of both students and staff.

- Parents praised the highly inclusive nature of the school, the pastoral care, the SEND provision and the dedication of staff. Parent voice is gathered through surveys, meetings and consultations.
- Personalised learning is central to all practice. Identified pupils have a pupil passport, Care Plan, individual learning plan or simply feature on the war board so all staff know their pupils needs. Termly meetings take place where teachers discuss pupil progress and data which focuses on all pupils achieving their challenging targets. There is rigorous monitoring of data and specific cohorts are the focus to facilitate the individual learning interventions.
- All pupils are celebrated and rewarded in line with their reward policy, they use BromCom to be transparent in the award of both negative and positive points and embed this in their restorative justice programme, allowing pupils to reverse their negative points with positive recognition.

Areas of Development:-

- There are no significant areas of development identified for this area.



Element 2 - The Learning Environment, Resources and ICT

Tudor Grange Academy is always striving to improve every year. Through the constant revision and development of a robust school improvement plan, they ensure the Academy is a well-resourced, quality learning environment that is inviting and valued by its students. The library is particularly a source of pride and is of envy within the community, having not only a host of books but a complimentary suite of 19 computers. Regular reviews are held by Heads of Departments to make sure resources are kept up to date and support the development and independence of all students. Through observation on the website and the promotional videos, the building was clearly a big investment. Most notably 'Treetops' was an inspiring but low stimulus space, for pupils with sensory needs. Currently housing 6 pupils, in January it will move to 12 and is expected to be oversubscribed within 12 months. The detail in the thought of the needs of the pupils, was even apparent in the choice of uniform. Tree tops has a 'PE type' uniform ensuring that it meets the pupil's sensory needs, whilst reinforcing their inclusion in the mainstream school.

Strengths:-

- The Trust has an excellent ICT Operations Manager, so with the buying power of a Trust, they are well resourced with computers, iPads, Kindles and high levels of access to ICT provision. There is also a combined support service maintaining ICT provision across the school.
- There are visual aids and subject symbols to support all students' understanding of routes and routines across the school. These correspond with individual visual timetables, again to promote independence for all students. Staff ensure that resources support and enhance the inclusion agenda.
- Students have the use of laptops, Kindles and reading pens to improve their understanding, promote independence and higher attainment in order for all students to reach their potential. This also gives differentiated assistance.
- The library is very well resourced with texts reflecting all cultures, interests and families and is at the physical centre of the school site, reflecting the importance placed on reading. 'Drop Everything And Read' (DEAR) has been recently introduced to the school to encourage further and wider reading for all students.
- The Hive (Mainstream Autism Base) offers a safe space for children with autism, during both lesson and social times. It provides individual learning workstations where students can work independently and quietly when needed, as well as a sensory room, common room and small kitchen so that students have a choice of environment in which to work and/or socialise.
- Treetops is a brand-new learning space developed in liaison with a Specialist Autism Consultant, ensuring that the environment is exactly right for students with more complex learning and sensory needs, including calming colours, wide corridors and again a range of different learning and socialising spaces.



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- LRC is well stocked with a range of learning resources and the LRC Manager provides advice and guidance with lunch time access to LRC and after-school homework club. It also hosts the school council meetings, the Academy's first LGBTQ+ group and supports alternative curriculum pathways.
- They have a Thrive Room, used by a fully qualified Thrive Practitioner for both SEMH interventions and breakfast club.
- They celebrate success with their students and offer rewards and incentives for students in order for them to value their experience in school. This is done on a weekly, half-termly and yearly basis, it is open to all students for a variety of different reasons.
- They have invested in more innovative resources such as a polytunnel to give pupils an opportunity to study vocational pathways such as horticulture, instead of a more academic GCSE equivalent to tailor the curriculum to the learner.
- There is also an investment past ICT based resources to meet the individual needs of a spectrum of children such as visual timetables, visiting speakers, reading/therapy dogs, work stations, mini bus, Exam Access assessments and arrangements and other innovative ways of promoting inclusion.
- The schools hosts a well-resourced sports centre that is also open for community use.
- Over the COVID-19 period, there has been a great emphasis on opportunities for online learning platforms, a Trust-wide online curriculum and they were utilised for pupils and staff wellbeing.

Areas of Development:-

- There are no significant areas of development identified for this area.



Element 3 - Learner Attitudes, Values and Personal Development

The Leadership Team have committed to ensuring all pupils receive a holistic education and should be at the centre of everything they do. Their core purpose is to raise their aspirations and ensure that all students have the best educational experience possible. As such, the Academy has high expectations of behaviour and standards, placing great emphasis on pastoral care and very close links with parents. Their small community allows students to thrive, allowing for successful learning and a place where students feel safe, confident, respected and valued.

Strengths:-

- Students and staff have a clear understanding of expectations in lessons and around the school in terms of behaviour, respect for others and learning habits. These are perpetually reinforced by the Tutor Values.
- The school has a college system, therefore, pupils have a sense of belonging to a form and a college. The college system allows for all students to feel part of a smaller community within the Academy. They aim to instil in every student the behaviour, aptitude and ability to meet the demands of a rapidly changing world. Their college systems allows students to not only actively work and support their school community but to support the wider community with fundraising activities every half-term.
- Classroom behaviour is managed effectively to support learning, with the supporting S.E.F reflecting on behaviour for learning honestly. Despite rating it as good in the majority of lesson, focus and pressure is still being focussed on those that are not upholding their values, with appropriate interventions in place. Learning walks in January 2020 showed that in the majority of lessons seen (78%) high expectations for behaviour were observed and in 78% of lessons positive behaviour for learning was seen. The Principal is resolute in heightening these standards for all through the reinforcing of policies and performance management.
- There is clear understanding of policies on behaviour, bullying, harassment and inclusion. All policies are clearly explained and displayed on the school website and upheld in the ethos and practices of the school. At student level, lesson expectations are printed in school planners with room for merit stickers. Lesson expectations are clearly displayed in classrooms and referred to within lessons.
- The current PSHE form time programme covers the statutory 2020 guidance and has been in place since September 2019. The use of external agencies and visitors during Drop Down Days to enhance SMSC and RSE experiences for students, particularly to address safeguarding issues.
- There is a great investment on transitional induction. Due to the middle school system they induct pupils in Year 9 and there is an argument that by relinquishing control of the KS3 curriculum, they also relinquish the quality assurance and preparation for GCSE life. Therefore, cementing the Tudor Grange Values must happen quickly, efficiently and be imbedded in every aspect of the school's ethos.



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- The students often join at Year 9 with undiagnosed or unsupported SEND needs. Quick identification allows the SEND team to follow a graduated approach of intervention through Quality First Teaching, waves of intervention and EHCP applications where appropriate.
- Children are accepting difference. EAL pupils are given a buddy which fosters a mutually beneficial relationship, it was heart-warming to hear of pupils eager to learn reciprocal languages. Teachers are also quick to translate key resources into home languages to promote inclusivity.
- The Senior Leadership Team have a high level of visibility in the community, such as outside on the crossing, modelling and reinforcing behaviour expectations.
- There is a large therapeutic offer and opportunities for further mentoring through 1:1 mentoring and intervention, the use of Pupil Premium funding to support inclusion of PP students, Careers Advisor interviews with students, an experienced 6th form team to manage UCAS process for all applicants to university and also advice for employment or further training.
- Learners are regularly consulted about school issues, with pupil views considered and addressed. There is a well-established school council, that is led by the Head Boy and Girl, who meet regularly to discuss school agendas and make decisions on school life and activities.

Areas of Development:-

- There are no significant areas of development identified for this area.

Element 4 - Learner Progress and the Impact on Learning

The school has a rigorous process for tracking students' progress at relevant points during the school term. After every data shot students' performances are monitored and intervention are put in place. Data is regularly analysed by teaching staff and the Senior Leadership Team. Parents are also involved in this process if a student is deemed to be under-performing. Interestingly, the current Leadership Team made a decisive move to cut the number of data points, to ensure that the data was qualitative and not just quantitative to enable quality feedback and time for reflection and development. Teachers provide thorough feedback to parents through informal conversations, the marking of books and through written reports.

Strengths:-

- Ongoing tracking of pupils identifies pupils who are not meeting challenging targets and action is taken, intervention is changed or supplemented. Pupil premium interventions are personalised to meet individual needs.
- Again, the Leadership Team are not afraid to make radical changes for the benefit of their children. The curriculum for 11 pupils was adapted to meet their particular needs quite late in the year. These courses were appropriate for the pupils' needs, the pupils were given an opportunity to experience success and almost all of them gained places on vocational courses after Year 11.
- 4Matrix is used to track progress and highlight the need for interventions. For this current Year 11 group they are projecting a Progress 8 score for SEN students of -0.55 and for PP students of -0.38. The Year 11 SEN cohort of 2019 achieved a Progress 8 score of -1.37. The PP cohort of 2019 achieved a Progress 8 score of -1.10.
- The 6th form is successful and current students' progress is improving. KS5 A Level VA is 0.84. VA for applied general is 0.9. Students access an enrichment programme that offers a varied curriculum covering a wide selection of life-skills and character-building activities and aims to prepare all students, whatever their end goals, for life after 6th form. Staff review meetings include 6th form data and action plans to allow for early intervention and better pastoral support.
- They have a qualified Thrive Practitioner in school who supports students. Staff highlight students who would benefit from this and collaborate on an initial assessment of the student. Individual strategies are then generated for the student and implemented by teaching staff or during a 1:1 session with the Thrive Practitioner. This supports the social, emotional and mental health of our students and provides a wider curriculum which encompasses their wider needs.
- Pupils are aware of what they are learning and why, through learning journeys that are in each book for every subject.



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- There is a host of whole school policies that are adhered to by staff to promote consistency and facilitate quality assurance such as the marking policy, literacy policy and assessment policy.
- There are effective mechanisms for tracking data of all key groups, including LAC pupils, Pupil Premium, SEND and double disadvantaged. These are tracked on a war board with all staff being aware of the achievement at an individual level.

Areas of Development:-

- There are no significant areas of development identified for this area.

Element 5 - Learning and Teaching (Monitoring)

Tudor Grange Academy Redditch places Teaching and Learning at the heart of its agenda. Every conversation in each element spoke about Quality First Teaching. I spoke to the Teaching and Learning Coordinator about her whole school agenda for raising the profile of current research and practical teaching strategies. This takes place through the dissemination of practical resources and suggestions with staff, as well as the opportunity for staff to attend training sessions with a specific focus, for example, differentiation. Teachers' development is vital to the progression of learning and CPD, regular training sessions in staff meetings and focussed target setting through performance management ensures that the children's aspirations for learning are high.

Again with teaching and learning, there is a real commitment to getting the 'bread and butter' of teaching right, focusing on Rosenshine's principles of instruction, ensuring there is opportunity for all learners to review their learning and be active in their learning through effective instruction. They believe many of the skills taught in classrooms can be conveyed by providing prompts, modelling and then guiding students as they gain independence. By extending the training to all teachers they are promoting a consistency in standards of delivery that are being translated into positive outcomes for the children.

Strengths:-

- The targets set are challenging and teachers record the impact on learning and teaching on pupil outcomes, they adapt and offer intervention accordingly.
- The SEND Team issue pupil passports with personalised teaching strategies for all SEND pupils, for example, pupils on the dyslexia pathway will have access to all the visual aids and materials they need to prevent barriers.
- The teaching in 6th form is particularly strong and teaching strategies have been disseminated to the GCSE teachers of higher attainers to further close the gap.
- The school has a dedicated Inclusion Team and commissions the support of an Educational Psychologist and Speech and Language Therapist in order to meet specific needs effectively.
- Pupil Premium expenditure is closely tracked to ensure that individuals are given additional learning opportunities including 1:1 tuition, music and out of school experiences to develop confidence.
- Performance management reflects the importance of good quality teaching and every teacher has a target relating to teaching and learning. The process includes a mid-year review and informs pay progression.
- There is a comprehensive menu of Continuous Professional Development for staff on teaching and learning. Teaching and Learning Coordinators develop and encourage positive practices. An excellence in teaching group was established to review new Ofsted framework and disseminate to staff.



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- Staff also offer a wide variety of interventions to close the gap for key cohorts, in particular the double disadvantaged. Maths SEND outcomes have been a particular source of pride for the school and the best practice has been shared internally and externally with partnering schools and beyond.
- Students are acutely aware of their flight path of attainment and where they over or underachieve. Students have access to end of year targets on their books and personalised learning plans. Parents are also informed of the progress of their child through the report processes which detail effort, attainment and targets as well as general pastoral comments to parents/carers. This then forms the basis for discussions at parents' information evenings for all year groups.
- Fisher Family Trust (FFT) predictions used in collaboration with professional judgement for flexibility.
- There is a clear differential expectation that is evident in lesson plans, schemes of work and a real focus on the personalisation of learning for pupils.
- Students are encouraged to have a 'Growth Mindset' to enable learning to be developed but similarly staff are encouraged to try new strategies and take risks to enhance provision. The Senior Leadership Team monitoring has highlighted the effective use of questioning.
- The NQT's also use IRIS to inform teaching and learning. IRIS Connect is a video-enabled professional learning platform, it gives teachers the opportunity to record classroom-based teaching and learning and give constructive feedback and opportunities for self-reflection. There are some other staff who have been willing to adopt this new technology, but there is a long-term plan for all staff to use IRIS to improve their practice or share their impactful strategies.

Areas of Development:-

- The Leadership Team are clear in their aim to continue to maintain the highest consistency in marking and feedback policy and use their close Trust partnership to continue this key development.

Element 6 - Parents, Carers and Guardians

The school has recognised that a good parent partnership is essential and have been brutally honest in the challenges they have faced building this relationship within the community. In the absence of a meeting with parents, due to the limitations of having visitors on site during the COVID-19 period, parents were eager to email their views. They were passionate in their united voice that they appreciated the heart of the staff and provision for their children. One parent stated, *'I would just like to let you know how extremely pleased and happy my wife and I are with how you and your team are handling our child's transition into Treetops. With our child not being in full time education for a while now, it has been an extremely successful and stress-free process for him. He's happy and more importantly willing to want to attend every day and that is down to you and your team.'* Many parents took the opportunity to praise the Leadership Team for providing their children with an opportunity to attend a school where the staff are caring, knowledgeable and fully understand the daily challenges complex autism and SEND in the home and beyond. They are assured in the fact that all the staff are dedicated to ensuring that the unit is supporting them in every way possible.

Strengths:-

- Parents are always welcomed and encouraged to become involved in their child's education, they are always invited to annual reviews, parents' evenings, pathways, and options evenings. There are various workshops for parents, topics have included behaviour support and parenting skills.
- They pride themselves on their excellent communication between the school and parents/carers and work in partnership through weekly drop-in sessions, half-termly 'Tudor Times' newsletters, the school website, Twitter, parent/carer texts and emails.
- They have an open-door policy where parents/carers are encouraged to come in when they need to.
- All students have a school diary in which parents/carers can relay messages to tutors and teaching staff. The school acts as a facilitator between parents/carers and outside agencies including social workers, outside counselling agencies, police and other outside agencies. This provides extra support for families that need it.
- The school facilitates parent/carer information evenings every term and this gives parents/carers the opportunity to be up to date with the school policies and ask any questions in an open forum.
- They illicit parental voice through regular questionnaires and feedback to parents on the recommendations and future action.

Areas of Development:-

- There are no significant areas of development identified for this area.



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

There has recently been a restructure of the Governing Body. The previous Governance Team lacked the skills and knowledge to challenge the Leadership Team and provide structures and guidance on the school's journey to good. Rather than try to upskill an inherited board, the Principal took direct action and appointed a Central Team of Governors who were well-established and experienced in their fields of specialism. To ensure that the Governor's accountability for specific areas such as SEND, safeguarding, is tighter and more robust, the Trust's Central Team will be overseeing the quality assurance of these areas moving forwards. This complements the support of the Local Governing Body who are now appointed in positions where they have an interest in or experience or knowledge and understanding of the area in question.

Strengths:-

- The Senior Leadership Team regularly update Governors and liaises with them in order to maintain inclusive practice, develop and improve it. Data is shared with Governors every term by the Principal.
- Meetings are regularly held for Governors and minutes of the meetings are shared with staff. Governors continually access CPD in order to support the school and all safeguarding training is provided and kept up to date. Governors are involved and hold the leaders accountable for specific areas of the school such as SEND, safeguarding etc.
- Governors are in regular contact with parents during extra-curricular activities and attend school productions and school activities such as sports day and the carol service.
- Governors attend parents' evenings and are available to talk to parents/carers.
- The Governors collaborate with others from the MAT to provide deep dives and report, this will involve a series of QA activities including audits, pupil trails and learning walks, surveys and reports. It will also involve the establishment of termly SEND committees to identify action points following feedback from the QA activities.
- All Governors benefit from the most relevant and up to date training from the MAT and external agencies, they take part in an induction and a safeguarding audit.
- External views are sought to validate and support school development such as an external safeguarding audit with Sally Mills, External ASD support from SEND Supported. The Trust also works with an external Ofsted inspector for a number of reviews (teaching and learning reviews and pupil premium plans).

Areas of Development:-

- There are no significant areas of development identified for this area as they already have identified their weakness and taken proactive measures to ensure the right people are in a position to advise and question the leadership moving forward.



Element 8 - The School in the Community

There was a continuous honest dialogue about the challenges they faced in the community to inherited poor decisions, that in retrospect alienated some of the families that the changes were meant to support. The Principal was clear that future community engagement was not to promote good press or increase PAN but to serve the community and go back to rebuilding Tudor Grange as the hub of the community. They have experienced significant success and seen a shift in the use of social media in support of the Leadership Team.

Strengths:-

- The Principal is chair of the Redditch High School Headteacher Board and is leading on middle school/high school curriculum development.
- Students enjoy visiting vulnerable members of the community at special times of the year and participate in a local carol service every year.
- Despite COVID-19 restrictions, pupils were brought together with the community for a virtual VE day celebration . They brought 9 community schools together to celebrate and collaborate, they were together despite being in isolation. They also shared many tributes to the NHS.
- They welcome children from local schools to see their students perform in their school production. The theatre is also used by other members of the area. Examples were celebrated on the website for enjoyment and celebration of the community.
- They have forged links and partnerships in order for their students to feel a part of their community and develop views and opinions empowering them with knowledge about what is happening around them.
- A local PCSCO works with pupils and families who may not have historically had the best relationships or experiences with the police. They have worked together to create a culture of mutual respect, meaning that the PCSCO has been able to highlight pertinent areas of safeguarding such as knife crime. This has also included visit to Worcester University for a domestic violence seminar.
- There were many examples of exemplary charity work such as the Tudor Grange Academy food bank.
- Ozzy the reading dog has been visiting primary schools to promote a love of reading for all students.
- The maths department have been in the top 10% of the country for GCSE results and they have shared their good practice with schools in the area.
- During Drop Down Days, they have welcomed visits by local community groups.



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- There is extensive collaboration with external agencies such as Educational Psychologist, Speech and Language Therapist, Complex Communication Team, Medical Education Team, Glovers piece Farm, Play Therapist, What's Your Point, Redditch Borough Council counselling service, Touchstones Bereavement Counselling, YMCA mentoring, Kingfisher Outreach Service, school nurse, Swanswell, Reach 4 well-being.

Areas of Development:-

- The ambitious and relentless Leadership Tea, have also identified many areas that they wish to develop such as extending work experience in the community, developing the use of outside speakers and continuing their work to ensure Treetops is a centre of excellence, incorporating outreach work for families and other schools.
- The Leadership Team are also committed to establishing a PTA that is representative of its diverse pupil body and community.



Overall Evaluation

Tudor Grange Academy was amalgamated within the Tudor Grange Academies Multi-Academy Trust in April 2014. The school is a smaller than average sized secondary school with a small 6th form. The school has a truly inclusive cohort, it hosts a Mainstream Autism Base (MAB) for up to 10 students and has recently opened an additional extended-MAB, named Treetops for 6 high-need students. The demographic is equally as inclusive, 34% of students are Pupil Premium, 18% of students are on the SEN register, with 13% students on SEN Support and 5% with EHCPs.

The Principal was brazening and unapologetic in her honesty of the challenges the school had faced, she described a period of turbulence due to an age range change. In 2015 they converted from a High School, for pupil in Years 9-13 to Secondary School reintroducing the Year 7 and 8 cohort. This resulted in a local community fall out and a severe decline in student numbers. In a courageous concession, they have not been afraid to revert to the initial 9-13 plan, even though this meant relinquishing control of the quality and experience of the key stage three learners. However, since the Principal took up post in September 2016, there has been a relentless drive to forge community relationships and to re-establish the school back as the heart of the community. A recent consultation in September 2019, shared the Academy's new vision which included reverting back to being a High School, launching a new Specialist Autism Base and re-opening a much-needed community Sports Centre facilities, which was welcomed positively by the community, unanimously. It is important to recognise that the decision to pursue the investment in autism provision, was not a way to address the pupil number and budget deficit, but to address a key need in the community.

The school is currently embarking on a long-term journey for pupil recruitment and retention through strengthening their reputation for inclusivity and dedication to the educational outcomes of all children from their community. Trading on their success, they are now working throughout the Multi Academy Trust and the Local Authority to promote their values and effective teaching and learning models. The Principal now chairs the High School Headteacher Board in Redditch. The work that the Principal is currently undertaking locally has seen the High School Heads and Middle School Heads working together, the Principal is leading on a shared curriculum vision for Redditch.

Three words were used consistently to describe the ethos of the school: morality, integrity and honesty. Every decision made at Tudor Grange Academy is child centric, meticulously planned and executed for the pupils, with the benefit to the stakeholders simply being advantageous.

It was a pleasure to meet such passionate staff in challenging circumstances, it was a genuine and honest reflection of their everyday working practice. All staff were empathetic and passionate and knew the intrinsic details of their community and were acutely aware of who they serve and for what moral purpose. The pupils are at the heart of every stance they take. Their dedication to SEND provision was commendable, as they choose to include pupils that will have a negative impact on the headline figures, those who will have bespoke timetables that affect attendance and impede the holistic measures progress that Ofsted hold all schools accountable to, but this is all deemed irrelevant by a Principal that holds inclusivity in her heart.



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During the feedback the team were still humble and reluctant to concede that what they do is extraordinary in terms of SEND provision, as they are lost in their ordinariness of their love and passion for all. I sincerely hope they continue to build their provision, expand their Treetops 6th form and continue to change the lives of children who for fit into the Tudor Grange family, who previously were lost in a mainstream system, that simply could not meet their needs. Their determination for excellence is uncompromising and inspirational. Much of this is due to the team's willingness to pull down what is not working and start again from scratch. This resilience, commitment and vision, to build instead of 'make good' existing structures, both physical and organisational, is remarkable. They have the blueprint for change and the patience, perseverance and stamina for the journey ahead.

Due to the current circumstances I could not meet all the staff that would normally contribute to an assessment. Yet I felt I did know some of the staff through their brilliant induction video, which took me on a tour of a beautiful school, with each space meticulously planned for the children who bring it to life. The website was also full celebration and dedication, from the Deputy Safeguarding Lead – Treetops commitment and drive to build the best ASD provision and his bold statement, to create a provision good enough for his children, to the lip syncing of pupils who came together during lockdown to raise spirits. The theme throughout the assessment has been that this is their family and the love for their job came through in every aspect of the visit.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Tracy Cockayne

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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