



Assessor's Evaluation for the IQM CoE Award



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

Head/Principal: Jodie Bolter

IQM Lead: Di Fellows

Date of Review: 15th October 2021

Assessor: Hilary Thompson

IQM Cluster Programme

Cluster Group: IDEA

Ambassador: Angela Farrell

Date of Next Meeting: 23 November 2021

Next Cluster Group Meeting Focus: SEMH

Sources of Evidence during IQM Review Day:

- IQM Self-Evaluation Report
- School Development Plan
- Website

Virtual meetings with:

- Principal
- Chair of Governors
- Executive Trust Lead SENDCo
- Inclusion Lead/SENDCo
- Staff
- Parents
- Students



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Summary of Targets from 2020-2021

The School's targets from the previous year were based on the school development foci of extending Autism provision, involvement of parents and development of robust marking and feedback systems.

Target 1: *To continue to maintain the highest consistency in marking and feedback policy and use the Trust partnership to further the development.*

The academy has focussed on developing Assessment for Learning (AfL) practices ensuring consistency across the school through CPD activities and tight monitoring. Assessment for Learning begins in class at the start of lessons using low stake testing, recapping prior learning, and checking recall and understanding before moving on. Live marking is used during lessons and school support staff have been incorporated into the SEND Faculty to ensure that additional support is available in all lessons for identified students, particularly those from the Mainstream Autism Base. Strategies to support students with additional needs are shared regularly through pupil updates, profiles and through departmental meetings. As a result of this sharing Task Management Boards are now used across the academy, which support students through structuring tasks into manageable steps.

Through the marking and feedback policy, strategies have been developed in all subject areas to ensure all students are able to evaluate and improve their work. To achieve this the school has introduced 'Dedicated Improvement and Reflection Time' for students (DIRT). DIRT follows a checkpoint activity, which is intensively marked against the knowledge and understanding of the curriculum that has been taught. Every student receives detailed feedback sheets that are used to scaffold reviews and reflections, which enable the teacher to ensure that misconceptions and gaps identified have been effectively addressed. Regular whole class marking, at least half termly in all subjects, also provides feedback to students on presentation, elements of good practice and ensures gaps in learning from absence are being identified and addressed through knowledge organisers. Consistency across the academy has been achieved through having standardised agenda items for faculty meetings.

There is a robust Quality and Assurance process in place through timetabled SLT and Trust reviews throughout the year. Students, because of the academy's work in these areas, now seem more confident in recalling and making links with prior learning and are more self-reflective and able to articulate next steps. Marking and feedback has become much more consistent across the academy.

Target 2: *Embed the new governance of SEND structure and ensure that the school is being effectively supported and challenged.*

The Tudor Grange Trust Board works closely with the Local Governing Board to ensure effective quality assurance practice takes place within the academy. Quality Assurance of SEND is completed by The Executive Trust Board SEND alongside the SENDCo in the academy. An Annual SEND Q.A. calendar ensures a robust programme of review and scrutiny is followed and the Executive Trust Board SENDco completes weekly QA activities with the academy. Website compliance checks are completed at the start of



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the year ensuring all information is relevant and up to date for all learners with additional needs. The website acts as a key information source for parents. A strategic analysis of SEND data takes place immediately after the Autumn Term data drop allowing the Executive Trust Lead SENDCo and academy SENDCo to identify areas of greater need and ensure funding is directed appropriately. QA in the Spring term focuses on fortnightly SEND walks, which closely scrutinise the pupil profiles and check identified strategies are being linked to Quality First Teaching. Student surveys are also completed, and data shows that students with additional needs feel well supported and safe in school.

The Executive Trust Lead SENDCo shares Quality Assurance reports with the SENDCo, Principal and Executive Principal and termly reports are provided to the Trustees, ensuring a cycle of continuous improvement within the SEND Faculty. A local SEND committee has been set up that meets each term that ensures Governors can ask appropriate questions and provide rigorous challenge to the SEND faculty.

The current SENDCo took over the SEND role at the start of this academic year following a period of long-term absence of the previous post holder. Students and parents both report that the support from the SEND faculty has moved at an extremely fast pace since September. Students from the Mainstream Autism Unit (MAB) spoke very highly of the provision and support that enables them to access mainstream lessons, with support, whilst having the security of the MAB as their form base and at times when they need additional support. Parents say that communication between the MAB and home has been fabulous since the new SENDCo took up the role.

Target 3: To provide outreach work at Treetops for families and other schools.

Treetops opened at Tudor Grange Academy Redditch in January 2020 and is a unit for 11-to-18-year-olds, with an EHCP for Autism, as an extension to the Mainstream Autism base in the academy. The Sixth Form at Treetops enrolled its first two students in September. Treetops has a variety of spaces specially designed to meet a range of learning, social and emotional needs in a self-contained base, set apart from the main school. The unit includes a common room, which students can use to prepare themselves for learning, to relax or mix with others at social times, to prepare food and drinks and to eat their lunch, learning spaces and low sensory chill out rooms. Treetops also includes a meeting room where professionals and families can come together to discuss matters pertaining to the development, progress, and wellbeing of the students. The unit is staffed by a Lead Autism teacher and specialist Autism Teaching Assistants supported by subject specialists within school. The curriculum is personalised to each student covering education, personal skills, and therapy.

Work with parents this year has focussed on developing effective transition with parents. A 6-week transition was developed in close liaison with parents through email and Twitter enabling the students' strengths and specific needs to be identified. Contact is also made with the previous educational setting. Home visits are put in place for children anxious about coming into the building. Coffee mornings and activities within Treetops for parents and students to engage together are also available. The academy uses parent surveys, and the feedback has thus far been extremely positive.



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'The teachers and support staff are fantastic due to their specialised knowledge of autism and other needs relating to this large subject'

'The unit is a small setting and is perfect for those children who can't cope with noise and too many people. Since my daughter has attended Treetops the change in her is amazing.'

'The environment at Tree Tops is very supportive, with open communication. Staff are skilled and understand the sensory needs of a person with autism. As a result, XXX is now benefiting from an education that he feels able to engage in. This has had a positive effect on his home life.'

'My son has been at Treetops for just over one year, and his mental wellbeing has significantly improved, meltdowns have decreased, and he is so much happier at home and at school. Treetops and the amazing members of staff have taken the weight of the world off his shoulders and for that we will be eternally grateful.'

Outreach work has focussed on Tudor Grange becoming the Licenced Training Partner in Worcestershire for the Autism Education Trust (AET). Moving forward this will enable Tudor Grange to provide training to schools and external agencies, alongside Chadsgrove Support Services.

Target 4: To establish a PTA that is representative of the school's diverse student body and community.

Shortly after this target was set the SENDCo was absent from the academy for a considerable number of weeks and as a result the scheduled start date for this target was moved back to January 2021. The target was then further postponed due to the lockdown in the Spring Term and Covid restrictions, limiting parent access in school through the Summer Term. The Academy have, as a result, had no option but carry this target through to 2021/2022. The focus this year was diverted to lockdown provision, improving parental and student contact whilst at home and supporting all students to access the curriculum virtually. Students and parents were contacted weekly, with vulnerable students having more frequent calls. Staff delivered live lessons that were recorded, for any student to access later if required and laptops provided for families who did not have technology.

Agreed Targets for 2021-2022

Target 1: To establish a PTA that is representative of the pupil body and community.

Actions will include:

- Establishing interest from parents wanting to be involved in a parent community group through social media, The Tudor Times and via parental survey.
- Creating a parent email group to gather initial ideas.
- Hosting ideas sessions for parents to create their vision and plans for the group.



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The school plan initially to build on the close links with families from within Treetops and The Hive to plan and then open the PTA wider as the group becomes more established.

Target 2: To develop outreach work at Treetops and The Hive (MAB) for families and other schools.

Actions will include:

- Establishing a support network for parents to meet termly.
- To deliver high quality Autism training for parents and other schools both virtually and on site.
- To develop links within the Worcestershire area and link with feeder schools to support SEND students.
- To provide training and support to outside agencies including Careers Service too.
- The LA exemplifying the Hive and Treetops as a centre of good practice.

Target 3: To continue to maintain the highest consistency in Quality First Teaching strategies for all students using Trust partnerships.

Actions will include:

- Development of profiles to extend Quality First teaching strategies and encourage full curriculum access.
- All pupil profiles to be updated.
- Set up parent review opportunities with SENDCo.
- To use regular parent surveys to review the quality of support provided.
- Continue to develop the full QA procedures within the school and Trust

Target 4: To develop outdoor learning opportunities for students in Treetops and The Hive.

Actions will include:

- Access funds and grants to support outdoor provision.
- Develop area at the back of the school including pond area.
- To create an outdoor sensory area.
- To create a 'daily mile' track to meet the needs of children needing to be active.
- Increase uptake of Treetop and The Hive students in outdoor activities and PE.

The Impact of the Cluster Group

Due to the previous SENDCo absence the Academy were not able to participate in the cluster meeting in the last 12 months. The new SENDCo has already contacted the Southwest Cluster group and has already booked into the next meeting on 23rd November. The academy is very keen to build links with the IQM cluster moving forward.



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Overview

Due to an outbreak of Covid infections the review was completed virtually. This did not compromise the depth, breadth, and integrity of the visit. The information from the IQM Self Evaluation Form, the school SEF and website and the online meetings, were all triangulated to ensure that the standards of the Inclusion Quality Mark were not just established but embedded in their everyday practice. Inclusion remains at the heart of the school and leaders and staff remain driven by their inclusive moral purpose. All staff, parents and Governors are committed to inclusive practices, reinforced through the values, practices and ethos of the school. The new SENDCo has brought an increased depth of knowledge around autism and has passionately shared this with staff members.

Tudor Grange Academy is a smaller than average secondary school with around three hundred students currently on roll from Years 9 to 13 and is a member of the Tudor Grange Academy Trust. The school has a small Mainstream Autism Base, The Hive, and has added an additional Autism base for students with EHCPs in January 2020, known as Treetops. The Hive is funded for ten students, (although the school is currently supporting fifteen children), whilst Treetops is funded for twenty students. Like The Hive, Treetops is also currently oversubscribed with an additional four students receiving support. Deprivation in the school is well above the national average with over 70% of students in receipt of Pupil Premium.

The school has continued to move forward the Inclusion Agenda since the last review and has now fully embedded all the values. The Trust is committed to supporting autism within its 12 schools. The curriculum has now been widened, because of bringing the Year 9 provision fully in line with KS3, rather than the hybrid model in place previously. This has ensured all Year 9 pupils from this September have access to DT, music, and computing. Links have been developed with other Middle Schools in the area to ensure appropriate progression and coverage is provided. Tudor Grange Staff now provide after school clubs at one of the feeder middle schools.

The school is working hard to create a 'Low Arousal' environment to support students from 'The Hive' access learning within mainstream, without anxieties being triggered. The low arousal environment provided within Treetops is now being mirrored in the Hive and across all classrooms in the mainstream provision, with a policy of targeted display boards and clearing walls of any clutter and rubbish. The Treetops Sixth Form opened in September 2021 and has taken its first two students. The school plans to increase numbers in Post 16 education in Treetops to six next year and overall places in Treetops will hopefully be extended to forty-five. The school have begun to look at developing PE uptake within the Hive and Treetops and are looking to develop Outdoor Provision including Forest School, Outdoor Sensory area, and a Daily Mile Track to support the students within the bases become more active.

Following a recent visit to Treetops the Director of Education said:
'The integrity of your offer and the obvious difference it is making are remarkable and I am so pleased that we have such an amazing provision in Worcestershire.'



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The Academy has high expectations of behaviour and standards, placing great emphasis on pastoral care and its very close links with parents. The 'TGAR Way' (Tudor Grange Academy Redditch) behaviour approach has been further implemented this year through the direction of a new Behaviour Lead. All lessons are organised into four learning zones, each with a different expectation of student behaviour and noise level. The Introductory Zone is a settling period, where low stakes testing, and recap of prior learning is completed. This is followed by the Delivery Zone, where students understand the expectation of listening in silence. The Active Zone is then a period where students are encouraged to work and discuss with peers, followed by the Plenary Phase, again with an expectation of good listening and reduced talking. Students all understand the expectations and staff make special arrangements for key children based on the needs shared in their profile. One example shared was regarding an ADHD student who is able to walk around the classroom between zones to reduce anxiety and improve concentration. Students showing unwanted behaviour are given three warnings before SLT members are contacted.

SEND developments since the last review include the purchase of reading pens to support students with dyslexia and those from the bases who historically would have needed 'a reader' to support with classwork and in exams. Ongoing CPD relating to the MAB has succeeded in all staff having the Level 2 Autism Education Trust Award with all Senior Leaders and staff working in the two autism bases being trained to Level 3.

The school has continued to develop THRIVE provision and has recently trained a second THRIVE practitioner enabling more sessions to be offered to students. As a result of introducing THRIVE, students are now better able to regulate themselves and be in lessons and parents, who are spoken to as part of the THRIVE process, are reporting that their children who previously would have come home from school anxious, are now much happier and more relaxed. Students are now being directed to counselling and mentoring sessions within school and also have access to an external counselling service 'Mentor Link.' Formal referrals to other agencies are also being made for more vulnerable students following THRIVE sessions.

Staff report their wellbeing is supported effectively through a termly wellbeing week, (no meetings after school), organisation of the timetable to ensure duty staff have a free period before or after a break duty, provision of free tea and coffee and a supportive faculty system. As part of appraisal, Line Managers discuss wellbeing and are aware of 'triggers' for each of their team. Staff tell me there is a culture of support in school and that colleagues look out for each other, quickly noticing and supporting any staff member who is struggling.

The quality of teaching and learning for SEND pupils has improved significantly because of the development of pupil profiles. These 'passports' are uploaded onto the Management Information System and made available to all staff, ensuring everyone working with that child has a clear understanding of their key needs, triggers and strategies to support them. Pupils' needs are well managed, including fidget toys, and staff being aware of and understanding children who struggle to sit still. Every pupil identified as potentially deriving benefit has an 'Emotion Available Adult,' who will touch base regularly with the student and will provide 1:1 support as required. The



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incorporation of SEND TAs into the SEND Faculty has also improved the in-class support of SEND pupils and pupils from The Hive within mainstream lessons.

Building links with parents and carers has continued to be a priority this year. Parent workshops have taken place in Treetops, with excellent feedback from parents. Parents of students in Treetops are encouraged to meet in groups to support each other, as well as being able to engage in activities with their child in the base. Positive praise phone calls home have become a priority for all staff, with parents very much appreciating having positive feedback and understanding of the excellent level of support being provided for their child. Parents were particularly appreciative of the twice weekly calls to students in Treetops and The Hive, who were struggling to manage virtual learning and the mental health impact of lockdown. The Tudor Times, the academy's half termly newsletter, continues to provide all parents with information and updates regarding the school. Alongside this the academy are now using personal Twitter accounts to keep parents updated regarding their child. Parents are very happy with the communication process in place at the academy.

Governors and members from the Trust have continued in-depth Quality Assurance of policy and processes in the school and have extended this to include scrutiny of SEND. Pupil voice for this group of students has identified that SEND pupils feel safe and could identify key adults for support. Links with the wider community have been successfully enhanced this year, developing After School curriculum development with a main feeder school. After further exploration Chadsgrove Specialist Support Service and Tudor Grange will, moving forward, deliver AET training jointly with staff from Chadsgrove. The school is continuing to receive requests from other schools within Redditch regarding support of Autism development.

Having discussed the progress made since the last IQM review and the school's plans I have no hesitation in recommending the school continue to retain Centre of Excellence status and be reviewed again in 12 months' time.

Assessor: Hilary Thompson

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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