

27th September 2018



Mrs Sandra Wiseman
Headteacher
Reaside Academy
Tresco Close
Frankley
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Date of Review: 18th September 2018

Summary

Reaside's progress in recent years has been impressive. Under the astute leadership of the Headteacher and her senior colleagues the school has progressed from a position of some vulnerability to being graded as a good school by Ofsted in its last inspection and is now a confident, forward thinking setting, as evidenced during this year's review.

Whilst deprivation levels in this community are very high (80th percentile) and 75% of the children are in receipt of Pupil Premium funding, this is not seen as an excuse by any member of the school community. Every child's context is known and every child is well supported in its social, emotional and learning journey. The school transparently reflects its mission, called "The Reaside Way", by being a good communicator, being proud of our learning and being respectful to all members of the Reaside community.

Positive relationships lie at the heart of this school community. Relationships with parents are strong, but this has not always been the case. The Headteacher recognised on her arrival in 2014 that a key driver of change and improvement would only come if parents were positively engaged. Each day she and her colleagues have a high-profile presence at the school gates and this, together with a range of other strategies, has created a positive change in the community's perception of Reaside. A holistic review of parental engagement, undertaken through the Leading Parent Partnership Award process led to analyses of strengths and areas for improvement. The school has just gained the "LPPA" award in recognition of the improvements made.

Consequently, parents are now far more willing to share issues and concerns with the staff team. The school has quite rightly made the promotion of mental health and well-being one of its key priorities. However, unlike many schools who simply address this aspect of provision through PSHE, Reaside has diverse ambitious plans to address need through a multi-faceted approach. Each day children undertake a well-being "check-in". Over time those who present with low self-esteem may be referred to other members of the staff team, such as the family support worker or to more formal referral. However, in addition, the school is engaging in University level action research through Birmingham City University which is leading on a project investigating the mental health of children in the Frankley area.

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The school is also participating in a Wolverhampton University research project to develop children's awareness of their own wellbeing. Furthermore, the SENDCo is undertaking masters level research related to this facet of practice and the Headteacher is about to commence a doctorate with a focus on mental health and wellbeing. There could be a risk that such a prominent and widespread range of initiatives could potentially be a distraction from the school's other key priorities, but this is unlikely to be the case as leaders here, including the highly effective Local Governing Body are well aware of the school's challenges, priorities and ambitions.

Governors are highly effective in holding the school to account and have clear plans and documented evidence to guide and support their work. Among these is the annual impact statement which demonstrates the effectiveness of the school, the Governors' published skills audit document and the Governors' own action planning processes. A key priority has been to work with key stakeholders to bring about designs for the new Reaside school. Construction work is due to commence by the end of this month and if all goes to plan everyone will move into the new building in September 2019.

Recruitment has been effective but so have the in-house training programmes for initial teacher training. Leaders have recognised potential and supported the training of some support staff to become teachers. Furthermore, the school leads on school direct training locally and networks effectively to spot talent. Consequently, the school has not encountered some of the recruitment challenges which are affecting many settings. The teaching team is young and ambitious.

As a result of the very positive relationships at all levels, teachers know the specific and often individual needs of the learners. Provision in class is personalised accordingly. For example, one or two children benefit from temporary booths to provide quiet concentration in their learning and others may attend the nurture room in the mornings. Plans for the new school include a number of flexible intervention spaces where small group provision may be offered without disturbing other children. In speaking with children from Years 5 and 6 the assessor was informed that children don't just learn from their teachers, they learn from each other too. Indeed, collaborative approaches were among a range of methods evidenced by the assessor in lessons.

Pupil progress which had an impressive profile in 2017 has continued to be positive this year. The standards agenda remains the school's key priority. Lesson scrutiny is undertaken using a technique known as "teacher lab" (building equitable schools through teacher led equitable learning) where evidence is triangulated to identify strengths and areas for further consideration. This young team epitomises the notion of teacher – leaders with several engaging in ongoing professional training though programmes such as the well-respected NPQML.

Parents, who only a few years ago were reluctant to engage with the school now recognise that this is a desirable setting where their children will be well supported to realise their potential. As a direct consequence of the school's policies and practice parents will now share information about their children and family circumstances and trust the school to take swift supportive action. Parents have provided renewed energy into the PTA and are keen and pro-active to engage in practical support in class and to attend functions and celebrations. Attendance for the children is a key priority and is good. Attendance at parents' evenings has improved and they really appreciate the

school's effective communication systems which include weekly newsletters, an informative website and the personalised communications via "Class Dojo". As a consequence of the wide-ranging improvements evidenced and increased trust in the school, pupil numbers have increased significantly in the last three years.

The current building, which was originally designed as a middle school in the 1970s can be best described as "very tired" and presents diverse challenges for pupils, staff and Governors. Set on a sloping site, both the inside and exterior of the building have numerous stairs to access different year groups and other facilities. In spite of this, the school is able to adapt provision in order to meet the needs of those with mobility needs. Fortunately, the new building, due for completion within the next twelve months, will be on one level which will provide much improved access for the diverse needs of the school community over time.

The assessor was impressed with the overall inclusive climate across the school. Children were positive ambassadors of Reaside Academy. Their behaviour was exemplary and every single child that the assessor spoke to, including those in the nurture room, responded to his questions politely and in a confident informative manner.

This was the assessor's third visit to Reaside Academy, Frankley. On each occasion he has been made extremely welcome by all within the community. It is evident from the comprehensive evidence provided and from the day's scrutiny that the school is not only an effective inclusive setting but that there are ambitious, logical and sequential plans which the team are determined to bring to fruition. The multi-faceted prioritisation of developments related to mental health and well-being are quite rightly at the forefront of the school development plans as they will underpin all other aspects of improvement within this challenging community context.

The assessor is delighted to recommend that Reaside Academy retains its status as an Inclusion Quality Mark Centre of Excellence. The collaborative cluster partnership with other IQM schools is at an early stage of development but should add further value to the school's work. Congratulations to the children and to all those who support their learning and progress at this inclusive setting.

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 COE status.

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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



Sources of data:-

- Meetings with the Headteacher and SENDCo.
- Meeting with parents, including representatives of the school's PTA.
- Meeting with the Chairman of the Governing Body and a staff representative.
- Lesson observations in six classes.
- Learning walk.
- Observations of assembly, lunchtime dining arrangements and lunchtime play.
- A visit to the lunchtime art club, supported by the school's learning mentor.
- A visit to the nurture room and discussion with participant children.
- A meeting with three children from the upper part of the school.
- Informal observations including scrutiny of display, awards and arrangements for safeguarding and behaviour management.

Points for further consideration:-

1. Consider how the school may build on the enhanced parental engagement by exploring how to engage parents more in supporting children's learning in core subjects. Such actions have the potential to add further value to rates of pupil progress and achievement.
2. Consult with colleagues within the school to determine whether the current morning and afternoon "check in" arrangements for children's well-being may be adapted to an electronic recording system which could be filtered to provide a holistic profile of social, emotional and behavioural provision.
3. Liaise with local secondary schools to ensure that the current and proposed enhancements in provision related to mental health and well-being are sustained in the next phase of children's learning.
4. Enhance staff awareness of and provision for children with Dyslexia and Dyscalculia.
5. Explore how the use of one-page profiles for every child on the CAT team register may be expanded and how this information may be shared with relevant members of the staff team.
6. Develop, as part of the school's 5-year vision, a plan to show how aspects of inclusive practice such as nurture provision will be positively sustained during the transition to the new school building.

Assessor: Tim Ireson

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