



30th September 2019

Mrs Sandra Wiseman
Headteacher
Reaside Academy
Tresco Close
Frankley
Birmingham
B45 0HY

Review Date: 19th September 2019

Summary

Reaside Academy is a smaller than average sized Junior school which serves a deprived community on the southern edge of Birmingham. It forms part of the University of Wolverhampton Multi-Academy Trust chain. The drive to the school was extremely pleasant as you encroached the countryside; this transpired to be overwhelmingly misleading. The countryside location defies the pupil catchment demographic, which is over 73% Pupil Premium, within a highly deprived community with many hidden social mobility challenges. The leadership team have been ambitious and aspirational, insisting on high expectations for all and this has been proven in their 2019 outcomes which were in line with national benchmarks, closing the deprivation gap for their students. The last Ofsted inspection celebrated the Headteacher, who has established a caring, orderly and ambitious culture. As a result of her clear expectations for all, the quality of teaching is improving steadily and standards across the school are rising and notable across the school community. This was certainly the case; her team were very vocal and unanimous in their praise of the Headteacher for giving the school direction. This was echoed by the governors, parent's and pupil, who I spoke to, who could reflect on the last years, where there was a high turnover of interim Headteacher's and a lack of ownership, not just leadership. The team describe how Reaside Academy has progressed in the last four years from an organisation that was vulnerable and requiring improvement, to one which is confident, competent and aspirational. These words epitomise the attitude and outlook of the pupils and staff I had the pleasure to meet. I was presented with a team who from top to bottom, undoubtedly knew their students and appreciated the importance of a good education to raise the aspirations of the students and the community surrounding them. Parents have faith in the leaders, and believe their children are 'exceptionally well supported' and make good progress, holistically as individuals, as the school offers them more than just progress in academia.

The Leadership team have secured funding for a New Build school. The plans were excitably shared and I was fortunate to be given a walk though of the building as it stands. The space was awe inspiring and should be completed by December 2019.

Award Offices

Inclusion Quality Mark Award

Ling House
173 Slieveboy Road
Claudy
BT47 4AS
United Kingdom

Contact

Tel. 028 7127 7857
Fax. 028 7127 7856
info@iqmaward.com
www.iqmaward.com

Company Registration No.

07748285
Inclusion Quality Mark (U.K.) Ltd
Company Registered Address:
Grove House
Lutyens Close
Chineham
Hampshire
RG24 8AG

Thoughtfully designed to be suitable for a multitude of disabilities and needs the building takes advantage of the landscape and will be a focal point for the community. The pupils have been consulted at every level and has been built with the communities needs in mind. They propose it will become the central hub for the community, meeting the needs of all school stakeholders and beyond. The Chair of Governing Body has his finger on the pulse of the school and regularly checks its vital statistics. He ensures that there is a highly constructive and ambitious dialogue between the school leadership and the Governing Body. Governors are well informed of the current school context and challenge progress robustly when needed, through their high expectations for outcomes and provision for pupils. Alongside the Inclusion Quality Mark Status, they have also achieved the PSQM Silver Award for Science, the Arts Mark Silver Award and Leading Parent Partnership Award. This reflects the school's ambition to ensure a rich and balanced curriculum and sustain best practice in every aspect of its provision.

Leaders are skilled at identifying school priorities including how to support pupils who have special educational needs and/or disabilities, are disadvantaged or have a safeguarding and pastoral need. They dig deep into the personal circumstances of each child, to personalise the support to be most impactful. Deprivation and difference were never used as an excuse for underachievement, on the contrary, pupils were confident and self-motivated and flourishing due to their personalised learning experiences. Pupils reported with astute confidence that they felt safe in school and knew how to keep themselves safe in the outside world, including e-safety. The pupils were observed to be exceptionally eager to learn, and enjoy their lessons, and positive relationships with their teachers were evident in every greeting. The learning behaviour is good and pupils take a consistent pride in their work. If individuals fall below the expectation, there are teams with interventions to help put them back on track. There is a culture of restorative justice: support, not punish, which created an environment where mistakes were not feared. Teachers, parents and pupils described developing resilience in order to take ownership of their learning, but this could only be achieved with the stabilisation of the focussed leadership. Those with special needs were not easily distinguishable as teaching assistants moved fluidly around the room and school, offering an additional layer of personalised support. There are rigorous systems for assessment and evaluating the effectiveness of provision mean that pupils' needs are quickly identified. Those children with additional needs are assessed and staff resources are deployed to support pupils particularly those with SEN and disadvantaged pupils. Provision is regularly reviewed and adjusted according to need, in a continuous cycle of assess, plan, do, review. Reaside collaborates extremely effectively with outside agencies which offer additional support for the high number of pupils with need, and this, alongside the dedicated school staff, ensure a high quality of pastoral care.

There are many additional opportunities for pupils to develop and be valued, as part of the Reaside community. Pupils could explain the anti-bullying and behaviour policy and children had a good understanding of what bullying is and how to deal with it as a result of anti-bullying week and value assemblies. I met with members of the school council who truly believed their voice was heard and that they asserted power through the School Council/EcoTeams where they have recorded a number of successful actions. This included a very effective campaign directed at the local council to improve the safety of the road directly outside the school and a pupil led behaviour contract. The

outside learning environments such as the Forest school growing projects, including a flower and vegetable garden, supported by 'The Friends of Frankley Community' give pupils experiences that are new and ignite the passion in their learning.

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

Assessor: Tracy Cockayne

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



.....

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



Review of Targets:-

My visit centred on reviewing on the targets they set themselves at the last IQM review as a Centre of Excellence. The first target was to embed the provision of inclusive approaches for children with identified ASD needs and to recognise that good practice benefits all children and develops a predictable, safe learning environment. All staff received Autism and Complex Communication Training in January 19, which has directly impacted on how teachers plan and resource lessons. All staff were asked to submit a plan for meeting the needs of this vulnerable group, including auditing their setting to evaluate the physical and sensory aspects of their teaching space. I observed the use of visual timetables, clear displays, calm areas. There was also an emphasis on language and how language was used to explain, check understanding and support pupils who often only understood the literal parts of instructions. There is a commitment to one-page profiles that are developed and reviewed with parents to ensure all staff have a consistent approach. I was also invited to each lunch in the Art Gallery where pupils with ASD can be social and have lunch without the sensory overload of the school canteen. The lunch time supervisors are also upskilled in this area. There are also many displays where pupils, parents and staff can seek further signposts for support and training on ASD and meeting pupils needs. The support staff were knowledgeable about the pupils and were equipped to deliver to the diverse needs. Many have stepped out of the conventional remit of the support staff role, developing the forest school, yoga, tai-chi and other ventures that enrich pupils' lives.

The second target was to develop staff knowledge of dyslexia and implement a dyslexia pathway for assessment. Again, the school commitment to CPD has enabled all staff to have training in Dyslexia and how it impacts learner's ability to access the curriculum. The team were very open that this had not developed with the speed which they had liked. Through self-critique and reflection, they had identified the barriers that had impeded progression, and these were mainly linked to budgets as the advisory service would charge a large amount per pupil. They have committed to working with the MAT in SENCO forums to be able to share good practice. The school wide practice is underpinned by the commitment to differentiation and personalisation, and therefore Dyslexic pupils are well supported in the classroom. In providing training and opportunities for High Quality Teaching (HQT) in every classroom, these pupils have also reaped the benefit. They host a reading volunteer who runs interventions in all year groups and upskilled members of the support team but sending them on external training.

The final target of developing a Mental Health in school was the most insightful to how acutely aware the staff are of the pupils and communities underlying needs. The investment in this area has been the most profound and impactful. All staff are committed to mental health and well-being but certain staff have been given more specific remits, such as Mental Health lead, or the family liaison link. There is a holistic view of Mental Health and there is a clear and graduated response to these needs. It also recognised the continuum of need and outside agencies have been bought in to increase the expertise and intervention experience of their pupils. Within the curriculum, opportunities for PHSE, the promotion of Reaside Values, the opportunities for well-being are evident. The enhanced learning offer included Forest School, Prince William Award, Yoga and mindfulness activities. There is also a half termly



safeguarding focus, in which all pupils and teachers and parents invest. There is enhanced support from in school mentors at lunchtimes and unstructured times. I also observed pupils being extracted from lessons, to do tai-chi to enable them to have a positive, rather than what would have been chaotic start, to the day. They also offer targeted intensive support, though referrals to outside agencies such as, The Nurture Team, Teamwork, or specific social needs groups. The outside agency partnership list is extensive and brings together the appropriate professionals in a timely manner. Most impressive were their links to Birmingham University where they have become a pilot school for the Trailblazer project. This is a pilot scheme from the DFE and NHS mental Health Support Teams (MHSTs) will be in schools delivering evidenced based interventions for mild to moderate health issues, they will be pioneers for face to face, group and parenting classes, to provide targeted support to identity and manage stress and anxiety. The long-term dedication in this area was impressive.

In conclusion, the leadership team offered nothing but clear and cohesive expectations from school leaders, effective documentation and carefully considered training is supported by systematic processes such as pupil progress meetings, effective and transparent monitoring plans and robust performance management for all personnel. The SENCO and the Head were always in sync and were able to complete each other's sentences, thinking as one body. They also had a tremendous sense of warmth and humour between them and it was clear they have seen a lot of challenges in their time but have faced them all as a family. I did get the impression they will never rest and the format of their Self Evaluation (SEF) showed a commitment to addressing why they were not yet outstanding in each area. This is a brave move and one that challenges every member of the Reaside Team to be better, stronger and more cohesive in every element of school life.

After a period of reflection, I had the opportunity to share a suggestion for the future. Due to the large cost associated with a referral for a dyslexia assessment, I have suggested they review GL Assessments Dyslexia Screener package, as this can be purchased as a small cost per pupil. It will enable staff to put in classroom interventions at the appropriate level and only refer more complex cases to the assessment team.

The day filled me with joy as I was greeted by staff and pupils with such consistent, excitable and genuine welcomes. There was no 'show for visitors'; it was a genuine and honest reflection of their everyday working practice. I visited many classrooms, and triangulated the discussion, the student voice and the learning of the pupils, with the action plan and the outcomes they had secured. I truly bought into their ethos that the children were at the centre of every decision made. They have supported Cluster Group meetings, which they rated as invaluable, and they have already implemented some of the best practice shared. They remain committed to these meetings and could speak at length of what they had learnt and how they had shared this within the school and the MAT. They were already planning their future involvement, sharing their good practice and their key learns regarding pupil premium and mental health. Therefore, I am of the opinion that Reaside Academy and its team still have the Inclusion agenda at the forefront of everything it provides for its students. The environment is exemplary, despite challenge. The new build brings an exciting opportunity for cutting edge technology and the provision of an excellent teaching and learning environment for teachers, support staff, students and a space to engage the local community.



IQM Centre of Excellence Review



In a challenging community, their status as an Ofsted 'good' school is a testament to the hard work and resilience in challenging circumstances. They have evidenced their expertise over the years of IQM accreditation and I believe they have the drive and capacity to be a Flagship School. I recommend, without reservation, that the school be re-awarded the accreditation, and secures another year as a Centre of Excellence status. I have strongly recommended that they apply for Flagship status next year. Their Trailblazer project is already identified with the partnerships in place, as mentioned above and could offer a wealth of information on best practice for other IQM schools.

I look forward to returning next year to assess the progress in their exciting project, as they continue to change the lives of the young people at their school.

Assessor: Tracy Cockayne

COE Review Date: 19th September 2019