



Report on IQM Inclusive School Award



School Name: Stuart Road Primary Academy

School Address: Palmerston Street
Stoke
Plymouth
PL1 5LL

Head/Principal: Ms Britta Nicholls

IQM Lead: Ms Michelle Riley

Assessment Date (s): 19th October 2022

Assessor: Kenny Frederick

Sources of Evidence:

Meetings Held with:

- The Headteacher
- Inclusion Coordinator/SENCO
- DSL
- Parent Support Advisor/Emotional Literacy Advisor
- A governor
- A group of parents
- A group of teachers
- Two groups of pupils
- Wellbeing Warriors
- Parent support worker

Other Activities

- Tour of the school
- Lunch with pupils



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School Context

Stuart Road Primary Academy is a smaller than average inner-city school with 178 pupils on roll. There is one class per year group. The building itself is a large Victorian building and the school is based over three floors.

The school recently received a section 5 inspection and continues to receive a 'good' grade from OFSTED (November 2021).

The school is part of the Reach South Academy Trust with a total of 14 schools within the academy. All schools work closely in partnership with one another. There are eight primary schools in Plymouth who offer support and monitoring to one another. There are termly 'hub' subject meetings within the partnership for EYFS leads, SENCOs, English leads, maths' leads and visible learning leads. This encourages learning from one another and sharing good practice across the Trust.

Stuart Road Primary Academy works in close partnership with Goosewell Primary in Plymouth. James Gentile is the Executive Head supporting both schools and Britta Nicholls (originally the Deputy Head from Goosewell) is the new Head of School.



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Element 1 - The Inclusion Values of the School

My visit was expertly organised by the Inclusion Coordinator/SENCO/Assistant Head who works two days a week. This is a small school, and every member of staff has multiple responsibilities and takes the lead as required. What is most important is that they work together and support each other in every respect.

We started by discussing SEN provision. Michelle is a member of the senior team but is also the SENCO. She told me she takes a strategic approach and expects teachers and Teaching Assistants to provide support and to meet the needs of the children in their classrooms. There are seventy children in need of support and twenty-three on the SEN register. There are four children currently with EHCPs. Quality First Teaching is the most important strand of support. I was told this is something teachers are very good at. They take it very seriously.

As part of the REACH Academy Trust the school benefits from a lot of specific training – mostly online. However, the HUB organises face-to-face meetings where teachers can discuss issues that are relevant to all. There are nineteen schools in the REACH MAT and the Inclusion Director was originally a head of a special school. Therefore, he/she has a good understanding of SEN issues.

Disability and SEN are the main foci going forward. There are high numbers of children (39.1%) in receipt of Pupil Premium funding, but the numbers are very different in different classes depending on the cohort. School attendance is something that requires a lot of effort and input.

The SENCO delivers SEN training with staff every year on SEN and the subject is allocated INSET time each term. Recently, she presented some Speech and Language training. There are thirty-two children identified as EAL.

Support for staff and pupil well-being is an integral part of the school culture and ethos. All the children are known by name by all staff and are known to each other. Stuart Road Primary Academy is a very multicultural school with a good mix of pupils from lots of different backgrounds. The mix works and diversity and equalities are ingrained.

Collaboration and collegiate approaches to policy development was evident during my visit and staff at all levels are consulted and involved in decision making.

Communication across the school is effective and generally teachers and support staff are allowed to get on with their work without being micro-managed.

The commitment to inclusion comes straight from the Head of School and the senior team and indeed from everyone I met during my visit. The school is very friendly and welcoming. The Site Manager was the first person I met and he made sure I reached my destination without mishap! The school is not an easy one to navigate.

Staff well-being is addressed effectively, and REACH organise regular Wellbeing Surveys to audit staff feelings and wellbeing. The Head of School told me the school buys into MAST (multiagency) and they provide lots of support from counsellors and lots of social



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and emotional support for families and staff and parents. There is a huge waiting list for CAMHS huge waiting list.

The person leading staff wellbeing has left and has yet to be replaced. The training is no longer funded so the school will have to find the money to fund this once they have identified the person to take responsibility for this area.

Strengths

- There is a clear commitment to inclusion.
- Inclusion is well funded despite the small school budget.
- Strong relationships between staff and pupils and between staff at all levels.
- Good communication exists at every level.

Areas for development

There are no areas for development.



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Element 2 - Leadership and Management and Accountability

The Head of School was away from school at a conference during my visit but we managed to link up via Teams. She was appointed during the Covid lockdown in February last year and started on site soon after. The previous Headteacher went on to a role in the REACH Trust.

The Head of School is also a DSL and she teaches in EYFS every Friday. She does not have a Deputy Head but her small senior team ensure that all bases are covered. They work very closely together and build on each other's skills and experience. Working within the REACH Trust has been particularly good for this small school and this new headteacher. She is able to approach the Deputy Director of Education in REACH and can ask for advice or guidance as required. She is also able to get support from the Executive Head of Goosewell Academy.

The Head of School said she had a great Governing Body who are very supportive. The Chair of Governors was already in place when she joined the school. They meet termly and meet in school during the school day. This way they can see the school at work. There are two new parent governors – one of which I met during my visit. There is a safeguarding governor. There are also REACH Trustees who oversee the work of the Local Governing Board.

The Head of School told me that she has a great deal of autonomy on how she runs the school. She chooses her own staff and she comments that her staff are fantastic. Although there is a national shortage of Teaching Assistants the school has managed to retain most of theirs and attract new ones as required. She has just appointed a SEND Teaching Assistant. Training for all staff on safeguarding is done mostly online through the National College.

The most recent Ofsted Report (November 2021) states that “The arrangements for safeguarding are effective. Leaders ensure that staff have the training they need to look after pupils’ emotional and physical well-being. Staff are vigilant and quick to report any concerns.”

The Head of School is the DLS and there is a safeguarding team who meet weekly and review and ‘rag rate’ cases to ensure nobody is forgotten or slips through the net. The school uses CPOMS and it works very well for them. Every concern (no matter how small) is reported. The Local Authority supports the school as well as they can, although most of their service has been stripped back to the bone.

The Safeguarding Team receive/is offered external supervision from the Educational Psychologist.

I asked the Headteacher how she looks after her own wellbeing, and she says she is a runner and runs to relax. She told me REACH has systems in place to support headteachers. She also meets regularly with various networks of heads who support each other. The REACH Trust offer a lot of CPD and training for staff at all levels including for senior staff and heads. She does not have an external coach – although this is something that I recommend.



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The organisation and management of the school is different from most others I have every visit. This is due to the small size of the school – one form entry, and the building that is on several floors. There is a designated Floor Lead who oversees the classes on that floor and who holds regular Floor Meetings. There are Staff Meetings on Wednesday and a Friday briefing and staff bulletin on reflecting on the last week and the arrangements for the following week. Staff meetings are used mostly for CPD and to talk about any concerns.

Pupil Premium children are identified, and funds are used wisely to support them. Information is published on the school website and the teacher with oversight of disadvantaged and Pupil Premium children plans the way the funds will be spent. This is done alongside the Head of School. The biggest spend is on the Parent Support Advisor post who supports vulnerable families. In addition, Pupil Premium finances a speech and language therapist for one day a week for four terms of the year to support the high needs of SALT in the school. It also allows for early identification of pupils in the Foundation Stage. Furthermore, Pupil Premium supports enrichment activities for disadvantaged families and supports additional adults in the classroom.

I met with the Safeguarding and SEN Governor who is also a Parent Governor and Chair of the PTA. She has a daughter in Year 4 and she lives in the community. She describes the school: *“it’s an urban school with a village feel”*.

She told me she has been a governor for over a year and she acknowledges that not many parents want to be governors – they are daunted by the responsibilities and just want to let the school get on with it. However, she has been very persuasive in persuading parents to apply this time around and got three to put in applications.

She told me the Chair of Governors is very experienced and ensures everybody has their say. She was asked if she would like to be the safeguarding and SEN Governor and she came in and met with the SENCO and was persuaded this would be a good move. She comes in regularly to meet with the DSL and SENCO as well as many regular Governors visits to the school at work. There is a Clerk to Governors who is provided through REACH.

As Chair of the PTA the SEN/Safeguarding governor has been proactive and effective, and I have covered her achievements in this area in the section on parents.

Strengths

- Safeguarding processes are sound.
- Leadership of the school is determined and is rooted in inclusive practice.
- Arrangements for management and leadership across this small school are effective.

Areas for development

- Governors should consider appointing an independent (of REACH) coach for the headteacher. This would be a good way to support her wellbeing.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

I met with three teachers to hear about their experiences of working in the school. They had been in post for a number of years before the school joined the REACH Trust and they were positive about the collaboration with the Trust and especially the partnership with Goosewell Academy. As a one form entry school, teachers have no partner teacher to plan with and to share the load, but they now have the benefit of working alongside teachers in their year group at Goosewell. They have the opportunity to meet up termly and collaborate. The teachers appreciate this very much.

The school uses the Cornerstone Curriculum along with Maths Mastery. It has taken a bit of time to become familiar with the new curriculum, but this seems to be well embedded in the school now. There is some autonomy for teachers in that they are able to decide what project they want to start or a new topic to get the children interested and excited to learn. They told me the knowledge and skills of the curriculum are fixed, but how teachers deliver it is up to them. However, they all agree that talk is very important for the development of the children.

There is a framework for teaching and 'Quality Standards' are set out for teachers. The talk for writing approach is the framework for English. Teachers can choose to use diverse texts where appropriate. Teachers have had lots of CPD on various aspects of the curriculum and particularly on Maths Mastery. There are Tutor Challenges that teachers decide on that provide independent extension work for pupils who need it.

Providing enough Curriculum Leaders is a challenge in a small school, so they do this in collaboration with Goosewell. I was told the Maths and English 'Hubs' as part of REACH are really good. Teachers have had Visible Learning training which they found to be inspiring.

We talked about accountability processes, and I was told that these were helpful to their development, and they are given development points rather than grades. The relationship between senior staff and teachers is good and I was told they trust leaders' judgement and say they can have a dialogue about teaching and learning. They do not have much time to observe each other but this is something they would like to do.

The introduction of Read Write Inc.(RWI) has been the main priority for development and training over the last year. They have streamlined their marking and feedback and whilst it is still top heavy at KS2 it is better at KS1. They are continuing to look at this and to improve it. Reports have also been streamlined.

In terms of wellbeing there have been numerous special events and social activities for staff to participate in.

Teachers told me there is a lot of training and CPD offered by REACH and staff meetings are used primarily for this purpose.

Extra-curricular activities contribute to the whole curriculum and the school pays for three extra curriculum sports clubs on a Tuesday, Wednesday and Thursday. All pupils are welcome to attend free of charge. Furthermore, Rocksteady Music Tuition is



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provided for pupils in Years 4,5,6. Take up is carefully monitored to check who is participating and who is not.

Strengths

- The Cornerstone Curriculum and Maths Mastery programme are popular with teaching staff.
- Read Write Inc is now embedded across the school to ensure children learn the basics early on.
- An emphasis on talk and oracy is obvious throughout the curriculum.
- Collaboration on subject leadership and Year Group partnership with Goosewell Academy has been a positive development for teachers at Stuart Road Primary Academy and indeed for Goosewell.
- Investment in extracurricular activities that are provided free of charge are popular with children and add to the breadth of the curriculum.

Areas for development

- There are no areas for development.



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Element 4 - Learner Progress and the Impact on Learning

The school aims to ensure all pupils make progress and can learn in a safe and secure environment. Quality First Teaching is used effectively to support pupils in the classroom. This is a strength of the school.

The school building and play areas are a little restrictive but the school makes best use of what they have got. Classrooms are large and nearly all have a small room attached that can be used for interventions or quiet work. EYFS have a large indoor area and a defined outdoor area to allow for continuous provision. Floor one consists of year 1,2 and 3 and host the school library. Floor two consists of year 4,5,6 and hosts the school ICT suite and sensory room.

Every class has a Teaching Assistant to promote learning. In addition, there are two Higher Level Teaching Assistants (one per floor). One HLTA is the RWI coach and is not attached to any one group so that she can monitor and support staff in their teaching of phonics. The other HLTA supports the Year 6 teacher to ensure children are sufficiently ready for the next step in their school journey to Key stage 3. In addition, the school has an ELSA supporting pupils with their emotional wellbeing within lessons when necessary.

Lessons are carefully planned collectively with Year Group partners (from Goosewell and REACH schools) to allow discussions and support. Teachers provide a range of activities for pupils. Differentiation is used effectively although children are streamed for RWI sessions. KS2 pupils who still need a phonics approach attend a 'fresh start' group and IEPs provide additional support for some children.

Technology is used effectively to support the learning in the lesson. All classes have a working interactive whiteboard. Each class has access to three laptops within the classroom at all time. Furthermore, there is a working ICT suite on floor two with twenty working computers. In addition, there are thirty iPads that are timetabled out to classes.

Support staff are very effectively deployed within lessons. The Head of School oversees the Teaching Assistants, and she meets with them all together and does their Performance Management. Floor Leads organise training and TAs are invited to all training. CPD is offered through MAST and TAs can select courses they are interested in from this list. The two HLTAs lead on many interventions and all TAS have had the Ruth Miskin (RWI) training. The newest Teaching Assistant is working as a 1 to 1 support. She has been carefully inducted and is being well supported by the SENCO and others.

Teachers and support staff are very knowledgeable about the specific needs of individual children. They provide appropriate resources and support to enhance their learning and progress.

Strengths

- The school environment is well used to support learning.



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- Quality First Teaching is well established and used across the school to support pupils.
- Teachers are confident in their approach and although there is a framework for teaching, they have autonomy in many aspects of the delivery of lessons.
- The RWI programme is now embedded across KS1 and is led by an experienced and well trained HLTA.

Areas for development

There are no areas for development.



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Element 5 - Assessment

Teachers know their pupils well and they use prior attainment data to identify gaps in learning in order to plan effective learning opportunities. Pupils are carefully assessed and tracked so any concerns can be identified and addressed. Both formative and summative assessments are used across the school and the EYFS lead is an experienced and expert practitioner who is able to assess children accurately and is able to deliver the new EYFS curriculum. The EYFS baseline checks are in place and appropriate training has been provided for staff in this area.

Teachers upload their assessment on the assessment system called O'Track. For pupils working two years or behind of their year group – a 'tiling system' is used for these pupils to identify smaller steps in learning. There is also an option within the Trust to use B-squared but at present they do not have pupils working at this level.

The marking policy has been adapted and reviewed this year. The school acknowledges the importance of marking and know if done efficiently, it can accelerate learning by up to 8 months. Marking and feedback is linked to the learning objective and/or success criteria. After each piece of work, the children are given the opportunity to self-assess their learning by placing a 'traffic light' next to their learning objective. This is based upon how well they think they have achieved their objective.

Transition from year to year is carefully planned and implemented and a clear handover is given from the previous class teacher to the new one. This helps identify levels and gaps in learning and emotional and social development.

Children with EHCPs have an Individual Education Plan (IEP) that identify specific targets and areas for development. Regular Pupil Progress Meetings are a further opportunity to identify gaps and specific children are targeted for discussion termly.

RWI assessments are administered every six weeks to show movement within groups and identify next steps and suggest change of groupings needed. Teaching Assistants are deployed to support the lowest 20% in reading additional reading time.

The school has a 'visible learning' culture which engulfs a growth mindset. Class Dojos are used as a reward system and are given for the 'six different learning mindsets – named learning robots'.

The relationships between teachers and children are very strong and positive and pupils feel confident to ask for help when needed. They participate enthusiastically in all aspects of lessons. They obviously enjoy the learning process.

Pupils are aware of their personal targets and these are shared with parents three times a year through face-to-face parent consultations and annual reports.

Children are actively encouraged to support each other in the learning process. For example, talk partners and peer learning. TTYP (turn and talk to your partner) is part of



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every input. Seating is carefully planned and structured to allow purposeful working together.

Strengths

- The Visible Learning programme supports children develop a 'can do' attitude and approach and helps them develop a positive learning mindset.
- Children are well known by teachers and assessment data is used alongside this personal knowledge to identify any barriers to learning. The two aspects go together.
- Strong relationships and trust between teachers and pupils is a real strength of this school.
- Rewards are used effectively to promote learning and achievement.

Areas for development

There are no areas for development.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The whole school rules are : “ready, safe and respectful” (Ready to learn, Respectful of others, Safe in all contexts) and these are referred to throughout the school and link to the visible learning approach.

Children from Reception to Year 6 are rewarded through ‘Class Dojo’. Points are awarded for demonstrating positive learning behaviours represented through the Visible Learning Attributes; independence, challenge, reflectiveness, taking risks, perseverance and taking ownership. All of these ‘dojo points’ contribute directly towards a whole school award.

The children are in four house teams. Each term the house team with the most points are rewarded with a trip to the local area with members of staff from that team. The Year 6 House Captains are in charge of overseeing this and setting a good example to the younger pupils.

Certificates are awarded to each class each week, linked to achievement in Maths and Writing. There is also a Headteacher’s certificate which can be awarded for good learning or behaviour.

The school environment is well organised and is very calm. Children and staff move around the building purposefully and acknowledge each other as they go. Everybody knows everybody else and there are very good relationships between staff and pupils. Children and staff understand that children have different needs that need to be met. Inclusion is not about treating everyone the same.

Children are taught to value and accept each other’s differences. The culture and ethos in the school promotes inclusion and security. School is somewhere the children can thrive. Teachers and support staff act as role models in the way they treat each other and the way they treat children. Respect is evident at all levels.

There are very effective systems in place to promote attendance and punctuality of all children. I spoke to the Home School Support Worker who outlined all that is done in this area.

During my visit, the behaviour around the school was exemplary. There was a calm, friendly but purposeful atmosphere as everybody goes about the business of learning and having fun. children have a clear understanding of the school’s expectations on behaviour and were able to articulate these during my visit.

The Behaviour Policy is fairly simple and is based on a Traffic Light system. However, there are individual behaviour plans in place for a small number of children who are unable to follow the whole school one consistently. This means there is a flexible approach that means all children can succeed. When problems arise it will happen mostly during unstructured time – breaktime and lunchtime. Most of the Mid-day supervisors are also TAs at the school so they know the children well and have been trained to support them. This means they can help children avoid conflict or, if



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required, to resolve any issues that arise. Restorative approaches and mediation are used following behaviour incidents. Children know the rules, they know the reward system and they know the consequences for poor behaviour. They were able to tell me all about them.

I met a large number of pupils who were 'Wellbeing Warriors'. They were from Year 5 and Year 6. They were very keen to meet with me but were more concerned about their Wellbeing Warrior badges that had not arrived yet! They told me that their names had been picked out of a hat in assembly, but they had to nominate themselves for this very important role. They said the Wellbeing Warriors were to be there when anyone needed help or support. They had lots of ideas on how to help others but had not had much chance to meet yet as it was early in the term. They suggested they could check out the KS1 playground to see what needed doing there to improve it and they thought they might ask children who had nobody to play with to play with them. They also had lots of suggestions about worry boxes and worry bears. These ideas will be followed up and discussed when they meet as a group after half term.

I asked the children to tell me the **best things** about the school and they had a long list of things they wanted to mention including:

- Lunch food and deserts
- Helping people
- Learning in a fun way – lots of activities
- Tutor Challenges – “we are set them when we have finished our work”
- Library and points for reading score
- DoJos (Rewards)
- A jar of marbles – “when its full, we get free time”
- Outstanding Learner Award
- The playground....
- Trips and visits
- Lots of books
- The playgrounds
- Fun teachers

The children told me they were happy at school and enjoyed learning. They felt they were making good progress. The Pupil Voice Group I met later added to the best things:

- Playing at playtime and lunch
- English and art
- PE
- Talk partners
- Working in groups
- My Maths Homework
- TEACHER Feedback – they tell us how we are doing
- Reports from tests

They all liked being part of a Pupil Voice group and being Wellbeing Warriors. I asked both groups how they decide what they will discuss at their meetings and they said their classmates suggest things to them (such as bring back Hot Chocolate Fridays).



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I also asked both groups of pupils what would happen if they misbehave? They were very clear about the expectations and following the rules and they mentioned the following consequences (not in any particular order):

- Get a letter home
- Move down to amber and miss 5 minutes play time
- Red – whole playtime
- Reflection and talk through with the teachers

The Pupil Voice group were equally vocal about the school and when I asked what might be even better if, they were a bit puzzled – they found it hard to think of anything! Eventually they produced the following:

- A trampoline
- If writing was easier....

Both groups were fairly new in post and will be doing some training for their roles after half term.

Strengths

- Children love coming to school and are very happy learners.
- Behaviour throughout the school is very good and children understand the rules very well.
- The leadership skills of pupils is increasing and children are keen to get involved and to have their voice heard.
- The Behaviour Policy is applied flexibly so that the small number of children who cannot manage to follow the rules are not penalised unfairly. Reasonable adjustments are made.

Areas for development

The school continues to investigate trauma informed practice and emotional regulation and is integrating the traffic lights' system with a kinder approach and has been very successful. Merging the two approaches is not confusing for the children but work may need to be done with teachers and TAs to help them understand this concept.



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Element 7 - Parents, Carers, Guardians

I was able to meet with two parents who between them had a number of children attending Stuart Road Primary Academy. Both live locally and view the school as part of the community. The school was recommended by friends and neighbours and their children settled very quickly when they joined the school. One child had attachment issues when they were in nursery but is now very happy at school and all attachment issues have been forgotten.

One child has complex needs and the parent told me in some detail how good the school was at supporting him. Another parent told me her daughters were doing well and being taught well. One of the girls had difficulty with her reading but she is now making really good progress with this.

Parents said that communication with the school is really easy. Teachers, including the Headteacher, are on the gate in the morning, and they are all very approachable. If you phone the school, the person you want to talk to will always get back to you very quickly.

The Meet the Parents' Meeting at the start of the year and Meet the Teacher events are when they are told about what the children are learning and what progress they are making. In fact, there is a parents' meeting coming up and they get a report once a year.

There is a WhatsApp parent group for each class set up by parents. This is useful as they can remind each other about what children are doing during the week such as when PE kit is needed etc. The school has an official text system that is really useful for keeping parents informed.

The parents are very aware of the costs of school trips which is getting increasingly difficult as the cost of living crisis bites. It is even more difficult when there are a number of children in the family. Parents told me that the school try to keep costs down as much as possible and when there is an expensive residential to pay for, the school spreads the cost out over the year so parents can pay a little at a time. When families have difficulty paying, the school helps out (through Pupil Premium Funds). Nobody is left behind. This is also true of children with special and complex needs. The school goes to great lengths to ensure they are all included.

The support offered by the Parent Support Advisor was commented on very positively and parents appreciated all that she does for them. If she cannot help, she is able to signpost them to someone who can help. Parents were very clear that they were highly valued by the school who sees them as partners.

The parents were full of praise for the PTA and the work it does raising money. They are always invited to join in and participate and the Chair of the Committee was, and is, always welcoming to new members. She is the person I spoke to next.

I met with the Parent Governor who is also the SEN & Safeguarding Governor. She has a child in Year 4 and obviously loves the school. She spoke about the family atmosphere



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and the village school feel. She said she loved the multicultural mix in the school and most of all the feeling of community. Families feel well supported by the school and know their children are in safe hands. The arrival of the new Head of School was “like a breath of fresh air”. She told me staff at all levels were very approachable and nothing was too much trouble for them. It was because she was so happy with the school that she decided to reconstitute the PTA which she is now chair of. She is a very active Chair and organises a huge range of fund-raising events that are fun for participants. They try to fill areas of unmet need such as arranging quiet areas for school discos because not every child is comfortable with noise and bustle. The PTA has a slush fund to support disadvantaged pupils on school visits. They run Movie Nights for children and the School Council leaders choose the film. There is a biannual School Fair that raises most of the funds for the school. Non-Uniform days are also popular. However, the Class Mixers are designed to get the parents in each class together and to get to know each other. During the mixers the Chair of the PTA signs many up as volunteers and even persuades many to apply to be parent governors.

The Parent Support Advisor who also works as an ELSA was next on my list of people to meet. She works part-time in both posts as her hours were reduced due to costs. However, she appears to be making a big impact on the lives of both children and parents. She told me she does feel valued by parents and children and the school but not always by the wider MAT organisation. She is also part of the safeguarding team who works very closely together to ensure that all concerns are followed up and acted on.

I asked the PSA how parents know who she is and how she can support them and they said she is always on the front gate to greet people as they drop their children off at school. She has a section on the school website outlining the services offered. Word of mouth in this small school is important as parents tell each other about the way she has supported them or their children. She will often contact parents following an incident with their child and she offers appropriate support. Teachers will also point her to concerns through CPOMS referrals. Many parents ask for help on a variety of issues and she does a lot of signposting as she does not have the time or the resource to provide much individual support. Her ELSA work with individual children also introduces her to many families that also need support. Currently she works with five individual children through her ELSA work. The demand is great, but she is a single resource with little spare capacity.

The support needs of parents has increased exponentially since the Covid pandemic and more of the PSA work is directed at parents. Many parents are displaying high levels of anxiety, and this passes on to children. Some of the Teaching Assistants are taking up emotional training (through MAST and STORM) and so can support more children.

Strengths

- Parental support for the school is very positive.
- The PTA is very active and raises much needed funds and seeks to involve more parents.



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- The PSA is a real asset to the school community.
- Communication between home and school is very good.
- Parents trust the school to do the right thing for their children.

Areas for development

- If possible, increase the hours and days the PSA is able to work with families.



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Element 8 - Links with Local, Wider and Global Community

Stuart Road Primary Academy is at the centre of its community. Most children and families live locally on a large housing estate within inner city Plymouth. There is a local church and park nearby. They are roughly a mile away from the nearby secondary school and a mile away from the train station.

Due to recent restrictions from Covid19 there have been limited opportunities for trips and visits to the local and wider area and this is something the school wants to address as a matter of urgency. It is a whole school priority for children to be given as many outdoor and enrichment activities as possible. These visits will enhance links within the knowledge rich curriculum projects to give children real experiences.

The staff at the school know the community and wider community well and have included a number of trips and visits in their plans going forward. Increasing the cultural capital of the children remains a priority.

The school has very limited outdoor spaces, so they make good use of the local park for many PE activities. Similarly, the church is used for relevant activities. As a member of MAST, a multi-agency organisation that works very closely with the school and with families. Although this is an organisation of professionals, it is an important part of the outreach of the school.

The PTA organise many community activities that bring the community together and is to be congratulated for their efforts. The activities organised are creative and dynamic and most of all inclusive. Furthermore, they raise much needed funds.

As part of The REACH Academy Trust, the school has a large network of schools to network with and to share practice. However, the Stuart Road Primary Academy works particularly closely with the Goosewell Academy as the Executive Head leads both schools. Collaboration between staff at all levels is growing and is beneficial to both schools. REACH offer a wide range of CPD opportunities for staff, and these are open to all.

International links have been difficult pre and post Covid, but the school approaches this aspect of the curriculum through celebrating and promoting the diverse culture of their children and families.

Strengths

The school is clearly valued by the local community and those who have secured a place for their children feel very blessed.

Areas for development

As we come out of the Covid pandemic one of the school's priorities is to return to the previous exploration and exploitation of the local and wider community facilities and resources. I have no doubt this aim will be achieved.



Report on IQM Inclusive School Award



Overall Evaluation

Stuart Road Primary Academy is a small school making a big impact in its community. As the Chair of the PTA says, it is like “an urban school with a village school feel”. The school population is diverse and the school builds on that diversity through its curriculum and pedagogy. The building itself is unique and looks like it belongs in a bygone era. However, the learning environment is well planned and organised on different floors and every bit of space is used well. Classrooms are generally large and are well maintained. Displays are thoughtful and contribute to children’s learning. Playgrounds are small but are well used and the children appreciate them and enjoy playing in them.

Although there is a new Head of School, teachers and support staff tend to stay a long time. They are very supportive of each other, of the pupils and families in their care. Collaboration and collegiality are integral to the ethos of the school and its way of working. Inclusion is for all and is fully supported by the leadership. Inclusion is always difficult but it is even more difficult in a small school with few spare resources. They make it work by being creative and by staff taking on even more and more. It is their goodwill and determination to include all the children that makes Stuart Road Primary Academy an inclusive school. The new Head of School is very clear about the sort of school she wants to lead and her determination to build on the successes of the school so far is a real strength. Becoming part of the REACH MAT has been beneficial for the academy and I am sure they will develop this partnership even more over the next year.

There is a lot of good practice to be shared by staff at the academy. All those I met were keen to learn more and to develop their practice in the classroom. They are all open to new learning and development and are also happy to share their own practice. They will make ideal IQM partners. They have much to be proud of.

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 the 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: Kenny Frederick

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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