



## Report on IQM Inclusive School Award



<b>School Name</b>	Redwood Primary School
<b>School Address</b>	Redwood Road Sinfyn Derby United Kingdom DE24 9PG
<b>Head/Principal</b>	Lyndsey Shepherd
<b>Assessment Date</b>	27th April 2026
<b>Assessor</b>	Kirsty Rogers

### Sources of Evidence:

- Tour of the school: visiting Reception to Year 6, The Nest (Nurture base) and The Orchard (SEND base)
- Documents: SEF; SIP; Policies of Practice; Parent Surveys; Children's books
- Website
- External Music provider; EP; Autism Outreach Team
- Displays in reception, classrooms, halls, corridors and meetings rooms etc.

### Meetings Held with:

- Headteacher
- Acting Deputy Headteacher (SENCo & IQM Coordinator)
- Chair of Governors
- Staff roles & responsibilities: DSL; Pipil Premium lead; Nurture; Attendance; Mental Health lead; Deputy SENCo; EAL lead; LAC & Pastoral team
- Staff Voice: Teacher's including ECTs; Teaching Assistant's; Admin staff
- Parents were seen at the Choir Parent Event; Meet and Greet at the gates in the morning; formal meeting etc.
- Student Voice: 13 children from different age groups made up the panel from the Student Council.
- External Agencies: Autism Outreach and Educational Psychologist



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### Overall Evaluation

Redwood Primary School is a large primary school located in inner city Derby. It has an oversubscribed Nursery and is going back up to 21 classes (due to a birth dip) from September 2026. It remains a Local Authority school, although it is Federated with another primary school nearby. This has strengthened the Governance of both schools, where the 2 Headteachers work closely together, with a full complement of Governors, who have a wide skills set between them. Everyone is extremely welcoming and passionate about their school, including staff, children, parents/carers, and the external agencies they work with. Safeguarding is paramount to everything they do, from making sure that all their children, families, and staff are safe. Everyone who is attached to this school is extremely valued and wanted, as the school enables each of their children to become successful, along their holistic learning journey while they are in their primary phase of education. When visiting this school, you can feel the positivity, compassion, enthusiasm, and passion that empower each child to achieve the success they deserve and gain a skills' set that is based on their tree of curriculum principles and is underpinned by their school motto of SHINE. It is a child-centred inclusive school, where staff (as one said) are the 'voice of each child that we work with, and it is a real privilege to be a part of their learning journey.' The school is very much a part of its local community, with the doors being open for the community to be a part of the school's daily activities. Numerous events are held on the school site throughout the year as school-community based events. There are plans to extend this aspect of school life to enable more of the community to be a part of the school, with food banks, clothing banks, etc., being set up not just for their families but for others in the wider school community.

As a visitor, when walking around the school, you can sense you are a part of a friendly family, with a clear sense of belonging, where everyone is encouraged to be actively involved in the school's ethos and SHINE, as each child personally develops into independent (or increasingly independent) learners who will become very caring and respectful young citizens of the future. All the staff are united, as they contribute to and are consistent in using a range of strategies, interventions, and routines of the school, especially in the classroom. There is a very clear teaching and learning pedagogy that enables teachers to teach and children to learn to the best of their abilities. The senior staff and Governors, alongside their staff, plan and deliver a high-quality holistic programme of academic, social, emotional and personal development. Staff and children are very respectful of each other and about each other. Staff are aspirational for their children on a daily basis and over the course of their time at Redwood. They work tirelessly to ensure that 'no one is left behind so that they can reach their potential' and each child is able to access their curriculum and develop at their own pace and stage.

Many different learning opportunities are planned for and delivered both on and off site. Senior leaders have fully adapted various rooms and appointed quality staff to lead and manage each teaching space, especially the nurture base, called The Nest, where ducks and chickens can be seen waddling around, as well as the KS1 Orchard, a specialist SEND area for highly complex children who are pre-verbal or non-verbal when they arrive at Redwood. The school is a nurturing oasis for everyone who attends and works here. While walking around the school, there is a calm, purposeful positive working atmosphere, with shared smiles and laughter as staff and children work together with mutual respect, care, and kindness.

It is evident from reviewing the various documentation that is completed as part of the normal working ways in each classroom, and specifically for within nurture and SEND bases, that the leaders and staff know their school and children very well and are effective in both operational and strategic development, continuing to help this school grow to be the best it can possibly be. There is regular monitoring and quality evaluation to support the continuous development and identified changes, which has



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enabled the school to move forward in the current educational climate. They do this by putting the children first and at the heart of each decision-making process.

All the staff at Redwood want each child to succeed, and they put fun at the heart of the learning. They want to offer as many different experiences as possible for the children to have by the time they have left this primary school. Their children also recognise this when talking to them about their Redwood journey.

The 'passport' of activities ranges from singing, playing board games, participating in sport or playing an instrument, to walking around an art gallery, museum or local park, as well as going to watch or perform in a play in the theatre; enabling each child to experience lifelong skills and extend their knowledge and understanding of the world in which they live, locally, regionally and nationally. This enrichment curriculum sits alongside the formal well-planned curriculum. A lot of time and effort has been put into the planning and sequencing of work, knowledge, and understanding in each of the curriculum areas. Adaptations are made to enable all learners to access the curriculum. Lessons observed had a clear purpose, with defined learning objectives and outcomes, with differentiated tasks to meet the children's needs. Everyone clearly knows the routines for handling equipment, sharing resources, and the expectations for independent practical work, moving around the school, eating in the school hall, and playing together in the playground.

I would fully recommend that Redwood Primary School becomes an IQM Inclusive School and is awarded this status now, and that it moves swiftly towards becoming an IQM Centre of Excellence. It is truly an inspirational primary school for all the children who attend it and for all the staff who work here. It is recognised by OFSTED as a Good school, and works in excellent partnership with its external agencies to ensure everyone is a successful learner. The staff work diligently with parents/carers to support each child to become successful in all that they do, and in who they are becoming, in a caring, supportive, and adaptive manner. It has been a real pleasure to assess the progress of Redwood Primary School as a new IQM school. It is clear that the vision and leadership (at all levels) have played a major part in creating such a happy, vibrant school that has a clear identity and purpose. Thank you.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. I recommend that the school be awarded the Inclusive School Award and be reassessed in three 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: Kirsty Rogers**

**Findings confirmed by Inclusion Quality Mark (UK) Ltd:**



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Joe McCann MBA NPQH  
Chief Executive Officer  
Inclusion Quality Mark (UK) Ltd



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### Element 1 - The Inclusion Values of the School

'Together we SHINE' is embedded in the school's culture. Show respect in everything we say and do; Hardworking and ready to learn; Independent and can work as a team; Not afraid to make mistakes; Everyone matters.

This school fully embraces its motto in everything that they do. All the staff model these positive attitudes so that the children and their families can shine. The Senior Leaders and Governing Body at Redwood ensure that everyone is valued, wanted, and included, in this fully inclusive inner City of Derby primary school.

The staff are very effective role models and work closely together as a united team, regardless of their main roles and responsibilities. They demonstrate respect, and there is mutual respect between the staff and their children. The staff are authentic with their children and their parents/carers. Children know that if they have a problem, any member of staff is there to help and guide them. All the staff want the children to enjoy being at school, to find their learning to be fun and engaging, to be inspired to achieve their full social and academic potential, with aspirations for later in life.

The vast majority of their children access a broad and balanced curriculum with a holistic approach to their everyday learning; other children access a bespoke curriculum, which stems from becoming more independent, literate and numerate with personal skills that will help them work together with others and be able to form good quality friendships.

Staff continually access CPD to improve their knowledge, understanding and pedagogy to enable all learners to achieve success. Staff identify and address any barriers to learning from the starting point of each child who joins them in this large primary school; there is a waiting list now for the 100 Nursery places and most year groups are full. Plans are then implemented and monitored for the children, who at different times might need a more bespoke approach and learning programmes to support their circumstances, barriers to learning or accessing the classroom for whatever reason.

This school is truly an inclusive school; where everyone goes above and beyond to help guide, support, and encourage each child and their families to grow and flourish at their own pace and stage of development. Quite simply, as the Headteacher puts it: 'All staff are fully committed to providing high quality teaching and learning, backed by excellent pastoral care and support for all. We are passionate about recognising the individual talents of all of the children in our care, to ensure that opportunities are provided so that all can reach their full potential. The happiness, well-being, and success of every child are our top priorities, and we believe that a strong partnership between child, parent, and school is key to achieving this.'

### Next Steps

- Ensure that the Cubbie (sensory area) with over 30 different experiences for the children to become self-regulated, calm and reflective, continues to be accessed by as many children who need it per day and over the course of a week. More staff are being trained up to fully maximise its potential.
- For classroom staff to fully utilise AI to work smarter not harder in their planning and delivery of the curriculum, incorporating technology into everyday learning.
- For the Governors to appoint or re-instate 2 new Governors (as terms of office finish) who have a shared set of values and vision for the schools with a skills set that extends & compliments the leadership of Redwood's Federation at governing level.



### Element 2 - Leadership, Management and Accountability

The Headteacher and her Governors of this federated school, work thoroughly together to ensure Redwood continues to flourish. OFSTED 2023 stated, 'Governors have a secure understanding of the school. They work closely with leaders to identify the right priorities for development.' The Chair of Governors leads a full Governing Body, where any vacancies are quickly filled. The 2 schools are situated in different communities with different needs, however, the Headteachers work together and share ideas and good practice. A school from within the local community visited to see how Redwood has developed its Orchard provision, and Redwood staff are helping this school create a similar format to support pre-verbal and non-verbal autistic learners in a very safe and sound space, with a clear holistic curriculum offer.

All leaders are inclusive, ambitious, and very aspirational for each of their children and staff in this school. There is clear distributed leadership across the school which enables staff to freely work within a clear framework, whether it be for teaching, SEND, Inclusion, Safeguarding etc. There is a clear effective safeguarding culture in place both during and out of school hours. Staff work closely with many external agencies to support and guide the learner and their families. Safeguarding is recognised as everyone's responsibility, with senior leaders ensuring robust systems are in place. The senior leaders ensure that their staff are supported with a work-life balance, offering both formal and informal supervision when needed, particularly as many staff are working directly with challenging and complex families in a deprived area of Derby.

Staff are clear about their roles, responsibilities and what is expected of them, as well as how they collaborate with others in all aspects of their day's work. They work closely together to ensure that the planning of group and phase learning is clear, informative, and structured, with appropriate adaptations for individuals or groups of children. This ensures that all children access the curriculum and make progress both socially and academically.

Staff are held to account by the senior leaders, who are challenged and supported by their Local Governing Body and their Federation. Staff are empowered at all levels to become leaders; they are given numerous opportunities to develop their leadership and management skills through leading projects, mentoring colleagues, and driving new initiatives. In doing so the staff are a united team who share common decision making, and work in collaboration with each other, so that the staff voice is heard and acted upon, allowing the school to flourish.

Senior Leaders have recruited a team of staff who live and breathe Redwood. 'Why would I want to go anywhere else to work?' as one member of staff stated, and why would they! The staff fully recognise that they work hard for their children, but also know that the Headteacher is fully supportive of them and tries her utmost to ensure that they are given as many opportunities to grow and professionally flourish while working. Administrative and lunchtime staff have become Teaching Assistants; Teaching Assistants have become teachers; and staff have become senior leaders. The Headteacher insists on a quality work-life balance and by doing so has created a wonderful supportive culture for all staff, regardless of position, this is not an easy culture to create.

#### Next Steps

- From appointing a new Deputy Headteacher in May 2026, there will be a staffing structure review to ensure that all roles and responsibilities are covered to ensure



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that the school continues to work operationally and strategically. There has already been an identified need for KS1 expertise at a senior level.

- As the KS1 children who are currently located in The Orchard, there will be the need for an equivalent progressive format for KS2 children. Plans are very embryonic but will soon need to be completed as this is likely to require building work - alongside the need for 2 terrapin style classrooms to be permanently built, in keeping with the rest of the school.



### Element 3 - Curriculum (Structure, Pupil Engagement and Adaptation)

The school has a tree of curriculum principles which sets out the skills and attributes that they want all their children to have as they personally grow and move on to secondary education. These skills and attributes are embedded into all aspects of their teaching and learning inside and outside the classroom. They are committed to enable each child to being:

**Literate & Numerate:** ensuring that all children, regardless of their starting point, are confident numerate and literate life-long learners, which was clearly evident during the tour of the school.

**Aspirational:** all the staff inspire their children to be determined, resilient and aspirational learners, enabling them to have a wide range of learning experiences inside and outside the classroom, so that they can learn new skills in a safe environment and reinforce them on other occasions.

**Happy & Healthy:** the staff ensure that all children, regardless of their starting point, are healthy and happy individuals living in a safe environment. The curriculum is designed to prepare them for life-long physical and emotional well-being, which has been essential since COVID.

**Resilient & Reflective:** the staff try at all times to enable their children to become resilient and reflective in their learning journey, having the skill to persevere when things don't go immediately right can be a difficult skill to acquire, but a skill that is much needed throughout life.

**Aware:** throughout the day the children are aware of themselves, others and the world around them. From the student council voice, the children are self-aware, confident, understand others points of view, and will readily respect others.

**Creative:** Redwood's curriculum is full of experiences and opportunities that broaden their children's cultural capital, through numerous trips, workshops, visitors, guest speakers and after school clubs. The children experience many ways in which to develop their creativity through word, dance, music, art, voice, and drama.

**Responsible:** The staff model how to be responsible and offer many formal and informal ways in which to be responsible for themselves and others, in learning, remaining safe online and face-to-face, etc.

**Knowledgeable & Skillful:** As the Headteacher was clear, she and her staff 'are committed to providing all children with rich and varied learning opportunities in which they develop 'learn to learn' skills so that they are fully equipped and able to reach their full potential.'

From seeing each class and the children over the course of the 2 day assessment, this school fully lives by these principles and attributes that they want all their children to have. The children at Redwood are all engaged in learning age-appropriate academic studies with age-appropriate skills, attributes and social skills, that make them into well rounded future citizens, getting them ready for life in a diverse world.

From speaking with the School Council, the Redwood children summarised their time at the school in these words: 'I really like Maths, as it is fun and interesting'; 'I learn new things each day'; 'We get to try out new things and go to different places'; 'My teachers are very kind and helpful to everyone'; 'I really like my Year 6 booster sessions and



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football'; 'We are going to go to perform a song from Matilda at the Theatre; my friends outside school aren't going'.

Senior leaders have a good overview of each cohort, as well as individuals who need their current curriculum adapted to enable them to fully access it. Planning is already in place for major adaptations as various groups of children move through the school on their learning journeys. There is a Year 1 and Year 2 mixed class, that is combined in order to meet their academic, social and emotional needs. This is reviewed annually so that planning is successfully achieved to determine how best to proceed and ensure that all the children's needs are met. Resources have been relocated to create the Orchard and the Nest as specialised nurture and SEND bases for those who need a very bespoke curriculum that meets their needs, but it is still based on the school's tree of curriculum principles. Staff have the flexibility to deliver learning around the interests of the children in front of them, making it real, relevant and age-appropriate, thus ensuring maximum engagement and enabling them to learn new skills, broaden their areas of interest and access activities outside the school in their local communities. The children here flourish and thrive because all the staff care and are fully committed to offering everyone the opportunity to learn at their own pace.

### Next Steps

- Continue to review the tree of curriculum principles as more technologies become available and continue to alter the world that we live in.
- Plan Orchard 2 as children move into KS2 and continue to attend Redwood, rather than a special needs provider.
- Continue to develop the skills of all classroom staff in adaptive teaching across each curriculum area and share good practice across the school and within the Federation.
- Teachers and Teaching Assistants should continue to plan collaboratively across the phase; year group and per class, so that all needs are catered for each day.
- Continue to work with the Federation school to create their own version of an Orchard SEND room with its own bespoke tailor-made learning journeys.



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### Element 4 - Teaching and Learning, Learning Environment, Planning Resources and Pedagogy

Quality learning can only really happen when a child feels safe, secure and is fed. Therefore, the school have managed to offer free breakfast to any child who wants it from 8:00am onwards each morning, along with some gentle activities to lead them successfully into their school day. This has been extremely successful, with numbers doubling to nearly 100 each day (15% of the school). The paid pre-school club, as part of the wrap around care, runs from 7:30am and has been reduced to support parents as the other pre-school offer thrives.

The learning environment is clean, neat and tidy; children are very much encouraged to look after all of the equipment and resources that they use with care. Almost all the space is fully utilised or in the process of being repurposed as the cohorts change. A significant resource has been designed in-house by experienced staff to create The Orchard, which is a specialised room for children who are pre-verbal or non-verbal at KS1. They are immersed in total communication strategies to enable up to 10 children learn how to become more independent, how to work with others, take things in turns, follow instructions and learn how to access the bespoke holistic curriculum and they can then move on into school when they are ready. By working with the school's Educational Psychologist, staff have exquisitely learned how to engage and connect with their children - especially through 'Bucket Time'. It was an absolute privilege to see the staff 'unlock' and engage 1-1 with different activities that evolved from the same daily routines, using: clear simple language with reinforced communication to support visual, kinesthetic, and auditory tasks, using pictures or signs in a very positive calm way. This particular child was able to communicate non-verbally with the teacher in a calm way, not becoming anxious or frustrated because he had been taught how to communicate in very simple but effective terms. Staff have taught the children and continually reinforce when needed, their expectations of how each child is going to interact with their learning and with each other. The Orchard needs its own outdoor learning environment so that they can have continuous play based learning model both inside and outside; currently they have access to the main Reception and KS1 space.

Each of the learning spaces, from Nursery to Year 6, have key things in common - these being: they are calm, age appropriate, with designated reading areas, break out learning rooms that are extra mini-classrooms to enable all children to succeed academically; learning zones/areas for continuous learning activities. All the children know what is expected of them throughout the day, they relish the opportunity to learn in a safe family friendly environment. Whether it is reading time of 'Jazz in the Jungle' in nursery to upper school learning how to play a musical instrument with an external provider. Movement around the school is calm and orderly - which it needs to be when there is little space in some of the corridors. As the Chair of Governors said, 'What else can we do with the space that is left around school to make operational activities work?' The school has utilised every little bit of space to provide maximum learning opportunities for each child (and their families when they come into school to work/play alongside their child).

The staff have clear planning and at times will plan collectively - especially with whole school themes, such as world book day, 'drop down days', the use of their Cubbie (smart sensory room in a pod) etc and with their ECTs who are successfully coming to the end of their inhouse training. When planning they work from these basic (but highly effective) principles of 'How can we enable each child to access the curriculum? How can we make the learning activities inclusive? What additional resources might be needed for this to happen? Do we need any additional training of staff to achieve our goals?' Once answered as a cohesive team of staff - the team plan and deliver fun, engaging, life related learning activities that are accessible for each child.



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### Next Steps

- Continue to develop the Orchard's facilities by creating an outdoor space to extend continuous self-learning opportunities with respect and dignity.
- Create space for an Orchard provision for KS2.
- The terrapin type classrooms would benefit greatly from being rebuilt as permanent structures, in keeping with the rest of the school, and to enable this learning area to be of the same standard as other classrooms. This vision will require additional funding from the Local Authority, however, with a rising birth rate and the school becoming nearly oversubscribed in all year groups, additional space is required to accommodate all the learners in environments that are fully conducive to meeting the needs of the current educational climate.



### Element 5 - Assessment

Redwood embraces a full range of assessment tools which are seen as invaluable approaches to promote the progress and stages of learning for each child. Formative assessment is integral to setting smart achievable targets (with realistic challenge) for each child, which help to plan the next steps or phases in their learning journeys. There is a range of testing used to identify types of SEND, which the school and external professional bodies use. Boxall Profiles are used by the SEND team to identify needs and begin to track progress. (They use Boxall profiles with SEND children.) The school uses 'Seesaw' as a learning platform for staff, children and their families, and 'Quest' to track progress; this is new to the Orchard learners this term. Formal testing is undertaken at set times: in the Early Years Foundation using the Reception Baseline Assessment at the start and end of this phase; Year 1 children complete a Phonics Screening Check to assess their early reading; Year 4 complete a Multiplication Tables Check in their summer term; and Year 6 undertake SATs. Teachers and Phase Leaders are tracking progress, implementing support to those children who need it at different levels. The SLT are monitoring whole school/phase progress with a detailed monitoring approach. As part of a Federation, writing moderation is also undertaken across the schools, and Redwood is also part of the Inner City of Derby Year 1 to Year 6 moderations. This enables staff to have clear benchmarks and become very accurate in assessing and implementing strategies that support positive catch-ups. Redwood also uses National Test-Style (NTS) standardised assessments on a termly basis to identify progress and gaps in reading and maths, as well as, inform future learning. As one leader noted 'It gives us a clear picture of where each child is at on an individual basis and, as a phase leader for groups of children; the data is also used as the basis of our termly in-depth monitoring with our senior leaders.'

As a large primary school, this positive approach to assessment is essential to know where each child is on their individual learning journey. Currently, there are over 40 different languages spoken in the homes of Redwood children. Therefore, bespoke in-house assessments have also been designed to cater for all of their needs. Continual teacher assessment throughout the day, as informal check-points, enables the staff to plan operationally and use set key assessments as more formal measures to track progress and inform next steps in learning. As a school, the staff celebrate the successes of all their children, regardless of how small those successes are (especially for those with the most complex needs, who follow a very bespoke curriculum), alongside their peers and parents/carers with various systems. Celebrations are at different levels - individual, small groups or whole classes. These include team points from the 4 houses: Carsington Cobras, Derwent Dragons, Foremark Foxes and Ladybower Leopards. There is the Student of the Week and Golden Celebrations, which are celebrated with the children in school, and the school newsletter, that helps celebrate successes with the parents/carers that is emailed out most weeks. There are regular invites to parents/carers to come into school to celebrate achievements throughout the year. There is a balance between celebrating academic progress, academic attainment, independence skills, and probably most importantly where the children have shown and applied the school's values of SHINE.

### Next Steps

- Extend the use of Seesaw for staff to leave voice notes about each child's progress, for parents to engage and share in.
- Review the marking and feedback policy in the next 12 months, as Redwood uses more integrated technologies in planning, sharing and delivering the curriculum.



### Element 6 - Behaviour, Attitudes to Learning and Personal Development

The children have a very positive attitude to their learning day at Redwood and are very proud to be at this school. They want to learn and enjoy working with their classroom staff - 'My teachers make things fun and interesting, I learn a lot;' 'Redwood Primary School has helped me to read and I now enjoy reading - my teacher helps me to learn new things'. This is reinforced by over 98% of parents saying that this school supports their child's wider personal development, providing a range of other learning opportunities both on and off site.

There are smiles, working noises and sounds of laughter while visiting each classroom. The children know the routines and what is expected of them throughout the school day. They feel 'safe and happy' knowing that their teachers and TAs want to help them achieve the success that they each deserve. The reward system at Redwood supports positive behaviours and reinforced what is consistently modelled by staff. Staff and children trust each other and have very positive working relationships. The parents also have a reward loyalty scheme, where they receive points each time they attend school events, which then contributes to the end of academic year raffle, where prizes can include a child's bike, vouchers etc. Parents like this, as they can see that they are also helping their child. They also enjoy being a part of the school when they are invited into events which have included 'come and read', 'Parents rounders' etc .

The school enables each child to personally develop beyond the academic curriculum through roles such as wellbeing ambassadors, members of the safe squad, school council, classroom representatives and sports honours. It is instilled in the children to be kind to each other, to help each other, and to be friendly. The 'Buddy Benches' in the playground certainly help with some children who find socialising difficult, but children and staff are at hand to help guide them through this aspect of life. Most of the after school clubs help with inter-year friendships, as was seen with the school choir, where children from all of KS2 mix together.

If the child or family needs a bit more specific support to help them navigate their way through life, the very experienced pastoral team are there to help them at The Nest. Parents will drop in before school to take advice or to be sign-posted to support or attend more formally on Friday afternoons. The children are identified and invited to join the staff in small nurture groups to receive the help and support they need during the day or over the week. Other staff, who are ELSA trained, work with individual children who need time to understand their emotions and the effect that they may have on themselves and others - the ELSA room is bright and very inviting. Staff are getting used to having the Cubbie, a self-contained booth, where a child can 'have a hug' from the swinging seat, giving the child a feeling of being 'safe n snug' while immersed in a sensory programme that suits each child's sensory profile. Redwood is only one of two schools in Derby that have received this 'personalised sensory wellbeing solution that blends behavioural health science and occupational therapy designed programmes, which are designed to help individuals self-regulate, feel calm and thrive in their everyday lives,' Cubbie - The Smart Sensory Pod.

#### Next Steps

- Train all classroom staff to use the Cubbie, so that as many children as possible who need it can access it as part of their bespoke learning plans.
- Continue to offer as many different experiences as possible for each child through their passport. This includes on site experiences, being a part of a team whether that is in sport or in the choir or other performances on stage. Music is heavily invested in



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by the school, with upper school children learning how to play a musical instrument – such as the flute, clarinet or oboe.



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### Element 7 - Parents, Carers and Guardians

The school has started a children's choir over the last year; successfully led and managed by a very enthusiastic Year 4 class teacher. It was the first performance by the 22 children in front of their parents/carers. The parents/carers saw and heard their children perform a range of songs, with some of them singing whilst signing too. The parents/carers had smiles of absolute delight on their faces, being extremely proud of their child(ren), who attend the weekly after school choir club, which is open to all children from KS1 and KS2. The children stood tall and sung their hearts out. Classroom staff were also present to support some members of this choir, as they become more confident with performing. Later this year they will be performing in front of a larger audience at a local theatre in Derby. The parents/carers loved seeing their child sing and know that they belong to a group that have also helped in developing friendships across the different ages.

The same happiness and trust was seen while parents and carers dropped off their child(ren) at the school gates in the morning. There are always two members of staff on the outer and inner school gates to meet and greet the children and their families. Lots of positive interactions are had at the gates as the children say goodbye to their parents, who know that they will remain safe and enjoy their school day. This is reflected in the annual survey of parents that consistently show over 99% of parents feel that their child is happy and is safe at Redwood; with over 98% recommending Redwood to another parent.

From family surveys over time, many parents trust the school to support them to help and guide their child(ren). They trust in the leaders and staff who are highly skilled and committed in meeting the diverse needs of their children. They know that their voices are valued and listened to, and if they raise any concerns, they will be dealt with swiftly and effectively. As one parent said: 'When I have had an issue for the school to sort out, it was all done and dusted within a few days, the SENCo is epic!!' Two-way communication is essential to benefit each child and their families. With over 40 different languages being used in homes, this school continually works hard in making sure the communication between home and school is clear and understood. Leaders are clear that they do not want any misunderstandings or miscommunications between the school and their families, 'as this does not help any of our children and we want all our children to have access to the best possible holistic educational programme that we can offer at Redwood.' This is especially the case where long-term relationships must be made when external agencies are involved with particular children, as many have complex circumstances. Using Class-Dojo as a messaging tool, helps parents and their families work closely with the school. The school will also use many other means of communication that are at times highly specific to meet their needs and overcome any language barriers that may exist.

The school is working very closely with the local church to set up its own food and clothes bank for all of Redwood's families to access each week. Further plans are developing for these banks to extend to non-Redwood families who live in this area of Inner City Derby to also access. The school wants to be a Hub for the diverse community that it is situated in. The Nest team of pastoral staff are very well established in the school and in its community of Sinfín, meaning parents do not feel embarrassed or worried to seek support or advice. Many of the families will seek out The Nest (which has been converted from the old care takers house near the front of the school) before or after school, this is in addition to the Friday drop in sessions that are more formal and have a booking system.

The Nursery is currently over-subscribed and has a waiting list for places from September 2026 onwards. The staff work extremely hard to establish and maintain quality relationships with each of their families, often undertaking home visits when



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children are struggling to attend school. The vast majority of these children go on to join Reception at Redwood and complete their primary education at the school. The parents very much value the help, support and guidance they receive at an early stage in their child's educational journey.

### Next Steps

- To extend the school's food and uniform bank to include other items that the families may need or want. This will involve Redwood working with the Local Authority and the local Church to become a City Hub.
- The school will continue to visit all pre-Nursery places to enable the Redwood Nursery team to quickly get to know and establish positive working relationships with their families, especially those who are new to the area (and country).
- For The Nest to continue to work flexibly to ensure that each parent who wants help receives support directly from the school and the very experienced Pastoral Team, or is signposted to external agencies in the area. Unfortunately over time this is rapidly reducing, so the staff continue to skill themselves up in other ways.



### Element 8 - Links with Local, Wider and Global Community

Redwood is situated in a very diverse multicultural area of Inner City Derby. The level of deprivation has a direct impact on education, health, employment and family income. Unfortunately, this can lead to greater unemployment, lower life expectancy and poorer literacy and oracy levels within the households; however, Redwood works immensely hard to overcome these challenges with their children and their families. Currently over 45% of its intake are deemed Pupil Premium with an increase in children with identified SEND needs. The school has very good early intervention strategies to support learning, utilising its highly knowledgeable and experienced staff alongside specialist agencies. The Educational Psychologist was very clear 'This school is unusual in that it is very proactive rather than reactionary in meeting the children's needs; staff put into place what is needed and now they tend to use me as a point of reference or to validate their concerns with me, not all schools are like this.' The school's SENCo hosts the local network of SENCos' meetings and work closely with external agencies. The work that was undertaken by the Autism Derby Outreach Team was clearly evident when seeing 'Bucket Time' with a non-verbal autistic child in their specialist room called The Orchard. 'Social communication and early intervention is key to supporting Redwood's children and their families'. It is clear from talking with these external agencies that Redwood staff develop skills and implement suggested strategies over time. The staff are very capable of adapting their training to suit each child as they develop. 'They [the school staff] are very good at seeking practical strategies and they want me to do more workshops for their families and on occasions home visits, so that they get it right first time.'

Despite these challenges the school does not see deprivation as an excuse for poor attainment, progress or achievement. It fully embraces these challenges, and it is driven to make the school an oasis for everyone (and their families) who attends it. This school and all of its staff work tirelessly to empower each child to be the best that they can be, both personally and academically, as they achieve their aspirations. The school is very much a part of the community that it stands in. The school promotes a sense of belonging and fosters effective partnerships with external agencies, other professionals and the wider community. The Headteacher was very clear that, 'we hold various workshops and events such as the summer fair, family bingo for all of our families, including the grandparents. It is at these times that the school is a big part of the local community; it is lovely to see so many people come into school and share smiles, laughter and a sense of belonging.' With the embryonic PTA established at Easter 2026, they are willing to create other events for the school to extend their community base and reduce some of the pressure on the staff to plan and deliver such events. Any money raised will go towards equipment and resources that the school needs.

The Headteacher works closely with other Local Authority schools nearby, establishing a good network of contacts, sharing good practice. Redwood is heavily involved in peer moderation across the city with other primary schools.

#### Next Steps

- Establish the PTA so that it can independently plan and deliver events for the school.
- Establish the Food Bank and Clothes Bank (not just a school uniform exchange) for the families and the wider community of Sinfin. Plans include a community use washing machine too.



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- For the school to continue to accept mid-year transfers to support those children who might be at risk of permanent exclusion. On average, Redwood will take at least 2 children who might find themselves at risk.