



Report on IQM Inclusive School Award



School Name	Redwood Primary School
School Address	Redwood Road Sinfyn Derby DE24 9PG
Head/Principal	Mrs Lyndsey Shepherd
IQM Lead	Mrs Lucy Clark
Assessment Date	27 th & 28 th March 2023
Assessor	Mrs Kirsty Rogers

Sources of Evidence

- Tour of the school: visiting Reception to Year 6 & The Nest
- Lunchtime activities
- Documents: SEF, SIP, Action Plans: SEND, Maths, Mental Health etc. SEND: student behaviour plans, Boxall profiles, Pupil progress data, SLT monitoring; EAL data etc
- Website
- Displays in reception, classrooms, hall, corridors, and meetings rooms etc.

Meetings Held with

- Headteacher
- SENCo & IQM Co-ordinator
- Staff: Pupil Premium Lead; Mental Health; EYFS; Pastoral staff etc
- Staff Voice: Teacher's, Teaching Assistant's, newly appointed staff etc
- Parents: Year 1 & Year 5 children and Year 6 child
- Governor: SEND Link, Chair of Curriculum Sub Committee
- Student Voice students
- Lunchtime Student Club with The Nest staff
- Nest Staff



Report on IQM Inclusive School Award



Overall Evaluation

It was a delight to assess Redwood Primary School as a new member of IQM. I was greeted with a warm positive welcome and this extended throughout the day by all staff, children, parents, and Governor with which I had contact. The inclusive ethos was clearly embedded into the culture of this school as was evident when I was introduced to most of the staff and the children of this large inner City of Derby primary school with 654 children on roll, (with a high proportion of Pupil Premium (PP) students). Redwood just had a recent OFSTED Inspection a few weeks before where OFSTED (Jan 2023) found “Pupils are very happy to come to school. They readily follow the school’s ‘SHINE’ motto. They work hard and enjoy their learning, especially in mathematics. Pupils are kind to each other. They celebrate their differences. They know why it is important to respect others. They are proud of their diverse and harmonious school.” This also was seen, heard, and sensed by me throughout my visit.

Redwood Primary School emits a warm, caring, and calm atmosphere that is built on mutual respect with clear roles and responsibilities that are known and understood by staff and children alike with simple but clear rules for everyone to follow to make the day a purposeful, engaging, and fun learning day for everyone. The Headteacher fully knows her school and holds everyone to account, making everyone feel valued and wanted. As a visitor, you become fully aware of a real sense of belonging. Everyone wants to do the right thing for each child and each child is seen as a developing individual. The school’s mission of SHINE is prevalent and understood by the children. Redwood does strive to ensure that its children are prepared with a strong focus on positive Mental Health and to be well-equipped for successful lives. I could see this, hear this and had a real sense that this is at the heart of this school, as is diversity with over 40 different languages.

During my visit I observed, (with clarity), a range of lessons that demonstrated a range of pedagogies that enhanced the learning of a wide range of stages and ages. The children had a clear understanding of what they were learning and why they were learning it, putting tasks into context and the bigger picture. Children were able to comment on the various opportunities that they were given to extend their learning and work at greater depths. Lessons were well planned and used a range of resources that were differentiated by task and outcome as well as using various IT based tools to support independent learning within whole class learning. This individualised approach was observed in The Nest where a small group of 4 Key Stage 1 learners were working independently of each other but when one was stuck, they were all able to and wanted to help each other. Routines and expectations were constantly reinforced to enable all the children to work at the high expectations that are set in school for all children. The change over of activities in Nursery were positive and productive in a very timely manner, again children and staff working together to tidy up first before starting the next part of their lesson. Key Stage 2 learners were very happy to talk clearly about their work and what they had done, learnt, or refined.



Report on IQM Inclusive School Award



The parents shared their delight that their child/children had Redwood as their primary school. They felt that there is clear communication for parents to help their child to succeed in education and develop into being independent, inquisitive learners. Some were extremely thankful to the staff, especially the Special Educational Needs Co-ordinator (SENCo) who has helped and guided them through Special Educational Needs and Disability (SEND). Others wanted their child to complete their secondary education at Redwood. It was emphasised “it has helped my child be who they are and has certainly helped shape me too, I don’t ever want to leave.”

Staff are very happy and appreciative of working in a school where they feel highly valued, wanted, and listened to and have ownership in the place that they work. Senior Leadership Team (SLT) make the ‘family first’ approach actually work, encouraging staff to have a work-life balance, but at the same time they know that they are held to account for their responsibilities in school. It is clear that the vision and leadership qualities have played a major part in creating such a happy, vibrant school that has a clear identity and purpose.

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 Mark and be reassessed in 3 years’ time.

Assessor: Kirsty Rogers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



Report on IQM Inclusive School Award



Element 1 - The Inclusion Values of the School: Self Evaluation 1 – agreed by Assessor.

The leaders at Redwood Primary School ensure that everyone is valued, wanted, and included, in this fully inclusive inner City of Derby primary school. The welcome is immediate and warm - there is an atmosphere of kindness and 'nothing is too much trouble' and as one member of staff said, "we are here to make a difference and we're all in this together." Another member of staff referred to Redwood as "an extension of their family." These are just part of the ethos of this large primary school that is embedded in making everyone SHINE. "At Redwood, we are fully committed to enriching the curriculum so that all pupils, regardless of their background or ability, have access to high-quality opportunities which will broaden their horizons, support their emotional health and wellbeing, and build their 'cultural capital.' A range of strategies are in place which will enrich pupils' studies, raise their aspirations, and help pupils make connections between their learning."

All the staff want the children to enjoy being at school, to find their learning to be fun and engaging, to be aspired to achieve their full social and academic potential with aspirations that they will achieve later in life. They access a broad and balanced curriculum with a holistic approach to their everyday learning. Staff are continually accessing Continuous Professional Development (CPD) to improve their knowledge, understanding and pedagogy to enable all learners to achieve success. The staff identify and address any barriers to learning from the starting point of each child that joins them in this oversubscribed school. Plans are then implemented and monitored for students who at different times might need a more bespoke approach and learning programme to support their circumstances, barriers to learning or accessing the classroom.

Staff embrace change and overcoming any difficulties that any child or their family might have. One member of staff stated, "I've been here for 20 years and the last 5 years everyone has become supportive to everyone, and everyone wants the best for everyone, especially our kids". This is echoed in each meeting that was held from parents, children, SLT, staff and Governor. This inclusive environment is reflected in the staff expertise and the collaborative approach to life at Redwood.

The Headteacher has high expectations of her staff, pursuing the best possible outcomes for each child while they are in Redwood on their educational journey. Staff feel valued and appreciated which impacts on the children in such a positive way. Teams of staff work tirelessly to ensure that they deliver the best outcomes in a safe, happy, and inclusive environment where everyone can SHINE.

Next Steps:

- Provide an excellent education that develops the whole child, so each becomes a life-long learner; use a personalised curriculum that is challenging, stimulating and creative; keep a strong thread of social, moral, spiritual, and cultural development throughout.
- Prepare our pupils for 'global citizenship' by helping them develop good communication and language skills, and effective use of IT.
- Maintain and further develop an excellent learning environment inside and outdoors.



Report on IQM Inclusive School Award



Element 2 - Leadership and Management and Accountability: Self Evaluation 1 – agreed by Assessor.

The link Governor explained that Redwood is part of a Federation of primary schools with one governing body. There are half termly meetings with the newly appointed Headteacher (previously was the school's Head of School with an Executive Headteacher, now only one Headteacher per school). Redwood is one of the largest primary schools in the City of Derby and so needs to have a large Senior Leadership Team (SLT) to ensure quality impact is developed for each child. The Governors work closely with the Headteacher and her SLT. The Governors value that 'inclusion is offered to all children regardless of PP or non-PP, also 'Diversity in Redwood is the heart of Redwood' where all children regardless of their starting points can and do achieve. The Governor was clear that they know that phonics and wider reading for all children is quickly developing and want to ensure that all children are confident in reading over a wide range of books and other reading materials. The Governors and SLT are extremely proud to lead Redwood in their very recent OFSTED where they were clearly impressed in judging the school as Good (Jan 2023).

The leaders are clear on what the school's strengths and areas of development are. From talking to a range of stakeholders it is very evident that they all have very high expectations and aspirations for all their children. They relish having good working partnerships with parents, other professionals, and each other, they know their children which helps them immensely to enable to meet their needs. Making staff accountable for their planning and delivery of the academic and social curriculum for that all important holistic approach to enabling each child to grow into who they are going to be with various levels of support and guidance.

Next Steps:

- Use a proven in-school mentoring and coaching development programme, and excellent city development programmes, to deliver continuous improvement of leaders, teachers, and teaching assistants. Identification through monitoring and performance management process will ensure targeted and universal development.
- Ensure an effective development-for-succession planning for all key leadership roles as the school continues to evolve.
- Continue to support subject leaders to monitor the impact of their curriculum area, identify areas for improvement and implement any change needed.
- Continue to improve the Governor induction process and toolkit for new Governors as recruitment increases to a full compliment of Governors with a wide skills set.
- Ensure Governor monitoring activities are **explicitly** linked to the School Improvement Partner (SIP) and School Self Evaluation Form (SEF) and demonstrates impact.
- Develop whole-school inclusion projects through the School Development Plan (SDP).



Report on IQM Inclusive School Award



Element 3 - Curriculum –Structure, Pupil Engagement and Adaption: Self Evaluation 2 – Assessor evidence of moving very quickly to 1.

There has been a clear strategic decision to overstaff Nursery, Early Years, and other areas of lower school to enable children to quickly settle into their educational journey, make rapid progress in positive social interactions and foundation building blocks of future Literacy and Numeracy curriculums etc. Additional 'nurture' classroom inclusion areas are being revamped and updated to meet specific needs such as the Burrow and the Rockpool rooms. It was a delight to observe staff and children move from one activity into another with timed music tidy up and change over sessions. Everyone helped each other to achieve the expectations in a calm, relaxed learning atmosphere.

All classrooms have clearly defined areas especially reading dens. This supports the reading books scheme which provides students with books on loan to take home with them. The school lends a book per half term for children to read as part of the in-school curriculum. In addition to the books, students were also happy to use IT based reading and maths games etc to support their developments including spelling tests and fun testing, building a Lego tower from being able to spell key words. The children who were part of the student voice discussions, were very happy and proud to be at Redwood where they felt valued, helped/supported and very much a part of their school. They particularly enjoy the opportunities that they have inside and outside the classroom. Some of them had recently returned from an Outdoor Adventurous Activity residential. They appreciated the different lunchtime clubs, as we seen a dance session on the playground. One student would like Chess and more PE equipment to use at lunchtimes. Another student would like to learn Makaton to help others communicate and have personal pencil cases. To sum up the student voice, one child summed their thoughts up in 'School is the best, it's perfect.'

Next Steps:

- Continue to support subject leaders to monitor the impact of their curriculum area, identify areas for improvement and implement any changes needed to meet the needs of all pupils.
- Continue to use research evidence in memory and metacognition to increase teacher and pupil knowledge and understanding of effective learning conditions and strategies, including embedding the use of Knowledge and Graphic Organisers so that pupils are able to 'know more and remember more.'



Report on IQM Inclusive School Award



Element 4 - Teaching and Learning – Learning Environment, Planning Resources, Pedagogy: Self Evaluation 2 – Assessor evidence of moving very quickly to 1.

From reviewing the website, discussions with staff and seeing the teaching and learning first hand it is evident that there is a clear curriculum design and implementation of this plan, so that it meets the children's needs and enables them to make good progress as they move from one Key Stage into the next. Children are not phased when teachers are released to do their detailed planning by other staff, the same high expectations and aspirations are evident.

The 8 curriculum principles that are designed as a jigsaw is a clear intent of what Redwood is about: 'at the heart of our curriculum are the following skills and attributes which we believe are vital for pupils to become engaged and active citizen. They also help to develop the children's understanding of their place in the world and the options available to them to make their aspirations a reality.' Redwood children will become Literate & Numerate, Healthy & Happy, Knowledgeable & Skilful, Responsible, Aspirational, Aware, Resilient, Reflective and Creative.'

Staff and children use a range of media resources and approaches to enable the curriculum to become accessible enabling learners to learn new things, refine existing things and develop their own thoughts and ideas.

Classrooms are fully utilised to support learning and celebrate learning, there is very little space that is not used. Equipment is suitably stored away but remains accessible to be used.

Books are very well looked after by the children and staff. Work is regularly marked, and next steps learning is referenced to the child in a way that they can move on and make progress. The children work independently and in small groups as well as whole class activities, the movement from one format to another is done smoothly and without any fuss. There is differentiation of tasks and by outcome, with extended writing increased as learners move up through the school.

Staff have regular CPD to increase their knowledge and understanding to enable learners to learn.

Next Steps:

- Continue to ensure all pupils whose early reading development has been adversely affected by the pandemic receive the appropriate support to make accelerated progress in phonics e.g., through 1:1 tuition.
- Improve writing, including the application of Spelling, Punctuation, and Grammar (SPAG) across school using key recommendations from the Education Endowment Foundation (EEF) improving literacy guidance reports.



Report on IQM Inclusive School Award



Element 5 - Assessment: Self Evaluation 2 – Assessor evidence of moving very quickly to 1.

Redwood ensures (through good budgeting and use of PP grants etc), that there are specialist resources to improve understanding and the acquisition of knowledge and skills for pupils with SEND are monitored and reviewed by SLT and SENCo. Resources include laptops, coloured books, pencil grips, wobble seats, writing slopes which are housed in a central location (in each year group area) so that they are valued and kept in excellent condition to support learning. ICT is embedded into the curriculum to support teaching and the quality of learning. The children are familiar with using various software packages to support learning and with immediate feedback that helps remain extrinsically motivated to continue and make more progress.

The school uses Boxall profiles to help identify further need. Pictorial timetables are displayed to ensure learners know what the day will look like and stay on task. Children know the learning objectives, learning experiences and help assess each other's work at times. There is specific 'learn to learn' lessons so that children learn how to give positive feedback i.e., 2 stars and a wish approach.

The Nest provides bespoke strategies for individual children and small groups of children to increase engagement and attendance. The 'zones of regulation' are used to help these learners to further understand themselves and their emotions and how to assess what to do when they find themselves in particular higher risk situations in and out of the classroom. Children have various levels of understanding of relational/restorative practice conversations and approached to resolving disagreements. With the overstuffed lower sections of the school this aspect of personal development helps to be established and embedded further up the school.

The Headteacher has a detailed SDP that also reflects her assessment of the school and how herself and the SLT with Governor scrutiny will continue to develop Redwood into a high achieving aspirational school for all its stakeholders.

Next Steps:

- Extend the work delivered for students to access a full range of possible careers, link with their main feeder secondary schools to receive POST 16 destinations for their previous children.
- To further develop the use of assessment in the foundation subjects.
- Review the Teaching and Learning policy.



Report on IQM Inclusive School Award



Element 6 - Behaviour, Attitudes to Learning and Personal Development: Self Evaluation 1 – agreed by Assessor.

Behaviour throughout the school was extremely good, the children were helpful and supportive to each other and the staff. There is a clear policy of relational/restorative practice with lots of genuine praise and laughter, there is clear mutual respect between staff, and children and children with each other. This was very evident in non-structured play times/lunch times, with non-school based led staff lesson of Dance and in The Nest. Staff know and understand that 'behaviour is a communication' and that there must be time for regulation with clear strategies of how to regulate in a non-judgemental way. Learners help each other to regulate themselves.

The Nest is a 2-room restructured building with a range of in school referrals for additional structured learning programmes to help students to overcome barriers, incidents, situations etc. The staff are extremely skilled in working with their children who need that extra time to be heard or supported to understand themselves and others. It helps with reinforcing the expectations and needed positive approaches to learning in a classroom. They have a very calm fully inclusive approach to delivering the academic and holistic curriculum, it was a privilege to being invited into this wonderful space with a range of animals that the children look after. These children were accessing a place of wonder. Staff are trained as Emotional Literacy Support Assistants (ELSA's). The recent CPD for staff in Trauma Informed Practice will support their current design as this school shows the 6 main principles of good trauma informed practice: Prepared, Aware, Flexible, Safe, and responsible, Collaborative, enhancing and Integrated.

As Year 6 children move onto their new Key Stage 3 setting, it is a real credit to Redwood that 4 students have Education, Health, and Care Plans (EHCPs) and their needs are fully met in this mainstream primary school but are moving onto specialist SEND settings at Key Stage 3. As this year group leave in September plans are being developed in how to fully utilise this 'spare classroom.' Initial thoughts include in developing an Alternative Provision (AP) on site for another group of Key Stage 2 learners who find it at times difficult to remain focused and need more of a kinaesthetic approach to their learning. This would also help enable a longer pre time for transition to Key Stage 3 and beyond. Visiting other AP settings would help focus this aspiration.

The 'cultural capital' is fully explored with the children as Redwood has developed its 50 things to experience passport, ranging from dancing in the rain to trips to the theatre, London, sports events, making a den etc.

Next Steps:

- Re-establish good levels of Family Engagement following the pandemic to support pupils with attendance and learning.
- Develop careers-related learning in school to raise aspirations for our youngest children, to complement the existing provision for Key Stage 2 pupils.
- Implement a termly passport review by Phase Leaders to assess the impact on pupil learning and experience, make adjustments according to the individual cohort needs.
- Map out their kindness curriculum approaches/strategies across the school to help celebrate the school's holistic programme as a trauma-based school – ARC.



Report on IQM Inclusive School Award



Element 7 - Parents, Carers, Guardians: Self Evaluation 2 – agreed by Assessor.

The school has set up a loyalty card system for parents to be rewarded for attending events, assemblies, parents' evenings etc to receive vouchers to be put into end of term prizes which is a push bike. This approach has seen a greater increase of parents attending school events, but the staff want even more attending to help celebrate their child's successes and work with the staff to enable all children to achieve the success that they deserve on a daily/weekly/termly basis. This is a difficult objective to achieve when there are over 40 different languages spoken. Using the Class Dojo helps remind parents of events etc. The school is beginning to become fully oversubscribed with Year 3 being the only year that is not 100% full.

When discussing school with a small group of parents whose children work closely with the school to support the more specific SEND needs of their child, they were all so proud that their child was at Redwood. They are heard, listened to, and supported to support their child. Simply put "the school makes the small little things work which in turn make the bigger more complex things work. I could not do without this school as it has given my child a good starting point and enables me as a parent to grow." "The staff put my child's needs and others first, it is a real child-based school." "This school makes us included you do not have to worry. I know that school is safe for my child."

Redwood staff work closely with the parents/guardians of their children. Each class teacher has daily contact with the vast majority of their class helping to bring home into school and vice versa so that each child moves as smoothly from one place to the other. Parents receive good clear communication from the school about events and the progress of their child. One parent would welcome Redwood to extend its provision into becoming an all through school as they felt they will not get the same level of care and support as their child transitions into secondary school. However, there is a good transition system set up in the local area which includes transition days in the summer term and virtual meetings between the various professionals who know the child and who are about to start to get to know and work with the child.

Next Steps:

- To launch and develop a Parent Teacher Association (PTA) whereby parents are given the opportunity to run events.
- Increase the number of parents/carers in attending all school events over the academic year especially e.g., for Maths Masterclass and Autism Spectrum Disorder (ASD) workshops etc.
- Include non-SEND children's parents in the parent voice for the next IQM assessment to help celebrate the full inclusiveness of Redwood.
- Continue to develop a family support workers role.



Report on IQM Inclusive School Award



Element 8 - Links with Local, Wider and Global Community: Self Evaluation 2 – agreed by Assessor.

Redwood leads on Mental Health for the City of Derby and works with other schools in this project. It has strong links with other professionals, the local Church, and other local amenities which support careers guidance too. They work with their main secondary schools but this year this is extended to 10 feeder schools. The school has a good local community presence working with local groups such as the Safe Haven and the car industry of Toyota and Rolls Royce which helps support the careers aspect of giving their learners experiences to aspire towards.

Staff use the local nature park and external spaces off school site to enable children to get to know their own local area, the world that is on their own doorstep. Trips are also planned and funded for learners to experience the wider world in Derbyshire and England, even a trip to China.

The SENCo belongs to and is active in the local SENCo group and this helps in her CPD and to then cascade it to staff. This networking supports good transition for Redwood's children.

Internally staff work as curriculum buddies to support each other to collaboratively develop the curriculum delivery etc. Plans are being to evolve for curriculum links with other schools to share good practice and innovations. Although Redwood is in a Federation, they want to work with similar inner-city schools where similar barriers to education and attending can be collaboratively discussed and projects can be shared.

Next Steps:

- To maintain gold status in Emotionally Healthy Schools.
- Add another member to the pastoral team to lead on attendance and behaviour.
- Develop a greater network of contacts in other like-minded inclusive settings, work with a Tamworth primary school who has set up their own Alternative Provision (AP) inclusion approach to support and extend Redwood's Nest.
- Consider other residential and international visits to extend students lifelong learning experiences.
- Work with ARC to collaborate with other trauma informed based schools.