



## Report on IQM Inclusive School Award



**School Name:** Tudor Grange Academy Worcester  
Bilford Road  
Worcester  
WR3 8HN

**Head/Principal:** David Butler

**IQM Lead:** Kate Harper

**Assessment Dates:** 9<sup>th</sup> and 10<sup>th</sup> December 2020

**Assessor:** Barry Carney

**Sources of Evidence:**

**A variety of excellent and pertinent documents including:**

- Evaluation report
- Examples of assembly presentations
- Website links to relevant parts of the school website including virtual tours of school
- Student responses to assessor questions
- Examples of CPD presentations
- Learning walk documents
- 2019 Ofsted report
- Photographs of the school interior
- Lesson planning

**Meetings Held with:**

- Principal
- IQM Lead
- College Leaders
- Executive Trust Lead SENCo and Safeguarding
- Chair of Governors



- Manager SENCo
- Sixth Form students
- Pupil Premium Champion
- Safeguarding & LAC Champion

### Overall Evaluation

Scratching beneath the surface of this warm and welcoming school, I found a genuine ambition and integrity that reveals what really matters most. Quite simply, students come first and all students receive equitable provision and support.

Tudor Grange Academy Worcester is part of the Tudor Grange Academies Multi Academies Trust, consisting currently of 10 schools (5 secondary, 4 primary and 1 all-through school). It is a larger than average secondary school within Worcester City with 1071 pupils on roll. Of those students on roll, 29% are Pupil Premium, 11% of students are on the SEN register, with 19% students on SEN Support. The proportion of disadvantaged pupils is above average. The proportion of pupils with SEND is above average. The number of pupils who have an education, health and care plan is in line with the national average.

Tudor Grange Academy Worcester became an Academy within the Tudor Grange Academies Multi-Academy Trust in 2010. It was a school previously facing closure and in special measures. The school is now a successful larger than average secondary school with a small Sixth Form. Each successive Principal has been relentless in their drive to forge community relationships and to re-establish the school back in the community. Relationships locally have strengthened and the current Principal is actively involved in the local Fair Access Protocol and the Worcestershire Headteachers' Board. The work that the Principal is currently undertaking locally is to generate mainstream autistic base (MAB) and a specialist provision base.

Senior Leaders and Governors have a clear vision and next steps for the school. They are acutely aware of the context of the school and astutely fashion strategy, policies and practice to serve each and every student and their families. The school is very well supported by the Tudor Grange Multi Academies Trust which provides overall direction and additional capacity. The staff I met and discussed various aspects of the school, displayed great skill, expertise and understanding and also shared the vision and values of the school.

The school building is about ten years old and I was able to see most of it through the excellent video tours of the school housed on the equally impressive school website. The building appears in good order, modern, very well resourced, bright and welcoming. The specialist provision required in several subjects (such as science, music, design & technology and P.E.) plus those resources for students with additional needs are available. The school is accessible to anyone with a physical disability. The Sixth Form has its own centre within the main school building with excellent provision



## Report on IQM Inclusive School Award



for independent study. There is a display of former students' destinations after leaving Sixth Form.

The pastoral and academic care and support offered by staff is of the highest order. There are three teams of suitably skilled and experienced staff who form the Achievement Team, Inclusion Team and the Safeguarding Team. Assessment and tracking through all three teams is excellent, being comprehensive and providing good information which helps shape decision making. The curriculum at KS3 and KS4 is impressive and supports an inclusive ethos throughout and especially through the STEPS programme. In the Sixth Form, there is a wide variety of courses available including both A Level and BTEC. The breadth is impressive. Admission into Sixth Form, although there are criteria, are applied flexibly to students in Year 11 who fail to reach the requirements. I received several case studies highlighting how students in this position were granted entry and went on to achieve their ambitions. One such student had failed GCSE English Language but was given the opportunity to re-sit and has now gone on to university to study biochemistry. Another student failed to pass mathematics by the time she left Sixth Form but who subsequently went on to university to begin a foundation degree. I met with four current members of the Sixth Form who were articulate and friendly and explained how well the school had supported them throughout their time at the school.

There was evidence of good lesson planning which is applied consistently across all subjects. There is also a very strong emphasis on 'Quality First Teaching'. Of course, the recent lockdown and measures taken for social distancing since the September return have presented many challenges to the staff and have necessitated changes to pedagogy. Staff have responded positively and adapted well to the changing conditions to ensure that, as best as possible, disruption to students' learning is minimised.

Feedback from parental surveys including the one administered by Ofsted, suggest that parents support the school and place a high value on its provision. The fact that the school is full and receives in the region of 2.5 applications per place available is testimony to the reputation the school now has the confidence that parents have in sending their children to the school. Nevertheless, parental engagement remains a challenge despite the good communication and the openness of the school. Recognising the importance of this aspect of school life, leaders and Governors have a new strategy to create a parent 'Think Tank' which is in its infancy. The aim is to enlist the proactive support of a group of parents to play a significant part in fostering greater parental engagement.

I met with the Chair of the Local Board of Governors who is also a parent of the school. She explained that the board had been restructured after the last Ofsted inspection and one of the main aims for the new board was to contribute to improving parental engagement and community engagement. Strategically, then, this is seen as a high priority. The board is made up of Governors who have a broad range of skills and experience and which provide greater capacity in some key areas. Governors are active within the school and provide a good balance of support and challenge to Senior Leaders. Governors are aware of the context of the school and share the ambitions and values of the Academy.



## Report on IQM Inclusive School Award



The Skills Action Service curriculum is part of the school's core provision for Years 7, 8 and 9. There are two hours of dedicated curriculum time every Wednesday afternoon to a variety of courses, which are designed to ensure that students develop a range of skills which they will use to serve a local, national or even international community. This year the focus will be on reinforcing links with our local primary schools and charities based in the city, with students demonstrating and teaching the skills they have learnt to younger children and supporting other members of our community. Alongside this, students will also be working hard to support key Academy events such as the Winter Fayre and the Spring Showcase, utilising their skills to raise money for the charities selected by the students.

The school draws upon external support and liaises positively with many other organisations. The Learning Support Team in particular have established good links with many organisations and individuals. The school plays its part as a proactive member of the Multi Academy Trust and is also very well supported by the Trust and the other member schools.

The school should be congratulated for the skilful way in which it navigated a smooth course through lockdown. Staff described procedures which were adapted to ensure safety and the continuation of a meaningful experience throughout the partial closure. Since September, further measures have been taken to maintain a safe environment and experience for all who work and learn at the school.

I am of the opinion that Tudor Grange Academy Worcester 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 IQM's 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: Barry Carney**

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

.....  
Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd



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

Everyone at Tudor Grange Academy is expected and encouraged to embrace the TUDOR values of Tolerance, Unity, Democracy, Opportunity and Respect and which contribute to an ethos that includes the following:

- Meeting the needs of every student.
- Quality in all that we do.
- Raising horizons.
- Blending tradition and innovation.
- The whole being greater than the parts.
- Being inclusive and collaborative.

In May 2019, the school was inspected by Ofsted whose inspectors found that *“Leaders’ work to support pupils’ personal development is highly effective. Staff have created an inclusive ethos in the school in which every pupil is valued. Pupils feel safe and parents and staff agree that children are safe and well cared for at the school...This is an inclusive school in which everyone is valued and cared for and makes progress.”*

The students have a broad and balanced curriculum which ensures it addresses the knowledge, skills and understanding within the curriculum and the students’ personal and emotional development. This means that leaders provide an all-inclusive holistic approach to education. A sense of citizenship is developed through the PSHE and school developed STEPS programme (Sociology, Theology, Ethics, Politics and Social Studies) which is delivered to all year groups as part of their curriculum. Both the KS3 and KS4 curricula allows for choice and a breadth of opportunity for students to nurture their strengths. The curriculum has something for all learners and is supported with a bespoke additional support for all levels of learners to ensure success for all students. This is also supported through Alternative Provision through the Princes Trust and more vocational, small group programmes.

The school ensures they identify and address any barriers to learning from the start of a student’s learning journey and ensure that the most effective interventions and provisions are put in place. The Academy has created three teams of staff that provide support in the following areas, safeguarding, achievement and inclusion. Although the current restrictions and social distancing measures have necessitated some structural changes, ordinarily students are grouped into five vertical colleges Year 7-11 (Marlowe, Versalius, Tyndale, Walsingham and Raleigh). The college system allows students to feel included and part of a smaller, family community. Each college has a Diversity Champion as pitched and voted on by the students in each college, for example, David Attenborough and Benjamin Zephaniah. There are also members of the Sixth Form cabinet who fulfil the role of diversity representatives. Weekly assemblies focus on celebrating the success of Diversity Champions and explore other cultures and inclusion



## Report on IQM Inclusive School Award



themed topics. The school also has a staff Pupil Premium Champion and a staff LAC Champion.

### **Next Steps:**

- Continue to develop provision to academic and emotional support teams that offer a mixture of academic and pastoral support.
- Continue to develop Thrive by investing in staffing and professional development training.
- Advance discussions with the Local Authority with a view to gaining their support to open a Mainstream Autism Base at the Academy and its partner primary school, as well as offering an extended autism base for children with far more significant and complex communication and interaction needs as part of the Academy's continued commitment to inclusion within its community and city.

## Element 2 - The Learning Environment, Resources and ICT

Although this assessment did not include a visit to the school, it is abundantly clear from the excellent virtual tours of the school that the environment is purposeful, well maintained and inspiring. Specialist resources, for example in science, PE and design & technology are excellent and enable students a broad range of engaging learning experiences. For those students with additional needs including social emotional, learning and physical, there are a range of appropriate resources and equipment which enable all students to be included in the full life of the school. The core subjects of English, mathematics and science have larger areas called 'Lead Learning Space' in which combined classes can receive presentations and as the name suggests, lead lessons.

The school is able to engage the expert services of external agencies as required in order to support specific needs, for example, Educational Psychologist, Speech and Language Therapist, Complex Communication Needs Team, Medical Education Team, Gloverspiece Farm, bereavement counselling, school nurse, Visual Impairment Team, Hearing Impairment Team, Family Front Door, Kooth referrals and student assemblies, Footsteps, Straight and Narrow mentoring, CAHMs, Paediatric Consultants, West Mercia Rape and Sexual Assault, Reach 4 Wellbeing (NHS), Riding Schools, Children Services. The school has established Tudor's Alternate to Exclusion (TATE). The purpose of TATE is to address the inappropriate behaviours exhibited by the student and help the child to understand their exclusion from the wider school community in an attempt to restore, repair and rehabilitate. Students in TATE will work with a mentor in an intensive intervention, which will address the needs of the child and help to equip the child with the tools that they need to avoid further sanctions or repeating the negative behaviours that have been sanctioned.

Good use is made of the extensive IT provision which includes laptops, desktops, specialist IT equipment, interactive white boards, which are present in every classroom, online learning platforms and social media. During lockdown, the ten member schools of the Trust pooled together in order to bulk purchase laptops to ensure that no child was disadvantaged by a lack of IT access.

### Next Steps:

- Through the careful deployment of resources and interventions:
  - Continue to reduce exclusions through TATE.
  - Continue to close the gap between SEND students and their peers.



### Element 3 - Learner Attitudes, Values and Personal Development

Learners' attitudes to their learning has been a real focus of the school. There is a strong desire for all students to be proactive by demonstrating three key learning habits - to be courageous, committed and curious. A significant amount of time has been dedicated to training staff how to encourage all students to be committed, courageous and curious in the classroom. Assemblies have been delivered on this foci and a whole school graphic has been developed to further embed these habits within the Academy. Students overall are proud of their school and spoke positively about their experiences. I asked students by proxy to tell me about some of the features they like best about their school to which they cited, all the staff, sports teams, the building, the clubs and activities, Show My Homework, transition into sixth form, feeling safe and the canteen food.

Under the pre-COVID school timetable, students in Years 7, 8 and 9 have two hours of Skills Action Service (SAS) on their timetable. These two hours are designed to ensure that students develop a range of skills which they will use to serve a local, national or even international community. Students have the opportunity to participate in three choices over the academic year and the content of each SAS is based around the school's Tudor Values of Tolerance, Unity, Democracy, Opportunity and Respect to enhance and develop their character. Examples include musical theatre, first aid and gardening.

Students have the opportunity to achieve four outcomes over the course of their option. Gold, silver and bronze awards are awarded to students demonstrating the Tudor Values. Students in Year 9 are given the opportunity to become SAS Champions, working with Years 7 and 8 and supporting members of staff.

Students, having demonstrated the Tudor Values and achieving their outcomes in their chosen options over the year, can achieve a bronze award in Year 7, build up to a silver award in Year 8, culminating in a gold award in Year 9 for which they will receive a lapel badge in recognition of their achievements.

Over the last three years, the school have introduced a new subject into its school curriculum – STEPS. It is focused on preparing students to be healthy and happy in the wider world. STEPs is a compulsory subject for all students in Years 7-10. The content focus on the Five Learning Principles through STEPS, with each topic linked to at least one:

- Sociology – To understand the development, the structure and the function of the world students live in.
- Theology – To understand their beliefs and the beliefs of others and systems that have been developed from them.
- Ethics – To be able to decide what is right and wrong based on my personal moral principles.
- Politics – To understand the Governance of the world around me and their role within it.



## Report on IQM Inclusive School Award



- Social Studies – To develop knowledge, skills and attributes to live a happy and healthy life.

Ofsted Inspectors found that *“The pastoral support provided by the school is a strength”* and *“Pupils are friendly, courteous and respectful of each other and staff.”* Anti-bullying messages are shared through assembly and there is a clear understanding of the ‘banter ban’ and the necessity to ‘Bee kind’. These are common messages that have been embedded over time. This year’s message was that of gaining a collective understanding of ‘conflict V bullying’ which is also a theme explored through the STEPS programme in Year 9. These messages are distributed to parents via the newsletter to reinforce the school’s key messages.

The students are well served and supported including by specialist staff who have expertise and have been trained in the Thrive approach which is a dynamic, developmental and trauma-sensitive approach to meeting the emotional and social needs of children.

### **Next Steps:**

- Develop good learning habits and attitudes to learning amongst students, particularly the courage to be more proactive during lessons.



### **Element 4 - Learner Progress and the Impact on Learning**

Student outcomes have improved in the past albeit from a low starting point. Historically, outcomes have been weak but through effective leadership, more robust systems and astute analysis of data leading to more impactful interventions, some progress has been made which is more positive. There is a very strong emphasis on Quality First Teaching which should have a significant impact upon outcomes. Staff have good relationships with students and students' behaviour for learning is good. The drive this year is to raise expectations for all students, especially students who historically have not had high expectations for themselves.

I was able to view a demonstration of some of the school's data systems and the way in which they are used to inform teaching and interventions. Individual profiles for students who have been identified as needing extra support are available to all teaching staff. The school carries out assessments twice yearly and is able to carry out moderation of these assessments with schools within the Trust. The tracking software, 4Matrix, is accessible to all staff and there is a wealth of information that can be mined from its extensive database. In particular, there is a comprehensive range of gap analysis.

Teaching is supported by the Teaching & Learning Policy document and the Quality First Teaching document which give the clarity of the key levers for inclusive teaching. These are monitored through a range of QA activities. All leaders are familiar with these strands. All departments have shared SOW that are adapted to meet the needs of particular groups and particular needs within these groups.

Excellent support is provided for Looked After Children (LAC), pupil premium students and students with SEND. Pupil premium students are banded for interventions resulting from an analysis of various sources of data. Interventions for the four bands are differentiated in scale and type.

Transition processes throughout the school are carefully planned and appropriate. For the most vulnerable students such as those with SEND including ASD, in addition to the general transition arrangements, such students and their parents receive an additional invitation into school as an individual family unit.

#### **Next Steps:**

- Develop further the trust-wide schemes of work, resources and assessments.
- Continue to develop whole school Teaching and Learning to provide the best learning opportunities for students.
- Continue to develop the use of D.I.R.T. tasks in response to assessments.



### Element 5 - Learning and Teaching

The school has robust schemes of work developed in all areas across the school ensuring a consistency of provision for all teaching groups. Teachers are able to adapt these to produce lessons that have clear objectives that support students in developing the skills and knowledge required for shared assessment points and meet their individual needs.

Recent Trust deep dive has identified progress in all department in their provision to develop writing for all students. Some departments have developed and established systematic approaches that all students are accessing and books shows clear evidence that students, particularly in Years 7, 8 and 9, are now having extended writing as a regular part of their provision that has enabled them to develop their confidence and their writing ability.

DIRT tasks have been embedded, as well as Learning Journeys, Learning Stops and Trust Assessments, across all school departments to ensure consistency for the students in their learning journeys. Senior and Middle Leaders monitor the Quality of Teaching and make excellent use of time for professional development and training. I was able to discuss the use of these planning tools and see how they were applied in music. They are used consistently across all subjects and by all staff.

The school has identified writing as a key barrier for students identified as having low aspiration. The focus for the year is using the shared writing framework of PEEL across the school to provide the 'reassuring consistency' to support all students in feeling able to express themselves in their writing. Models for 'great' writing have been developed in all areas and these are used in conjunction with the PEEL structure to provide opportunities for all students to develop their writing abilities.

Interventions are highly structured and enable blended learning to take place between class teaching and intervention time. Support staff meet regularly with teachers in order to support EHCP plans for students. A range of ICT equipment has been purchased to help and support individual needs for example reading pens, Nebo note pads, I pads and laptops. These are used effectively to remove barriers to learning and enable students to communicate their ideas more effectively. All teachers use pastel backgrounds for their slides and ensure that font is in Arial and size 12 or larger.

There is good provision for the continuing professional development and learning (CPDL) for all staff including academic and qualifications in addition to training events. Two staff are currently engaged in qualifying with Thrive to support the social and emotional development of young people. Recently moved to an online platform due to social distancing guidance, staff receive weekly 'Bitesize Bursts' of pedagogical tips and advice. The programme for CPDL is responsive to need and is reviewed flexibly throughout the year.

#### Next Steps:

- Embed writing as a regular feature of learning in all subject areas.



## Report on IQM Inclusive School Award



- Continue to support students to better understand to apply PEEL in each subject to achieve great writing.
- Maintain the use of RULES, introduced in November 2020, to support embedding reading across all subjects.



### Element 6 - Parents, Carers and Guardians

Parents are supportive of the school and school leaders recognise the importance of parental engagement and continuing to strengthen it. As a result, there is a strong focus on developing this key aspect of the school's work. Parents evenings are held for all year groups with additional events throughout the year to support parents and pupils through key events, for example, options process, Year 11 revision evening, Year 7 tutor evening. In addition to traditional parents' evenings, the school holds additional 'Parental Information Evenings'. These have been shaped by the 'Parental Think Tank' which meets every half term to identify ways in which the school can communicate more effectively with home. As a result, the school has put in place the following information evenings for this academic year:

- Outsmart your child online.
- Assessment and the 1-9 Curriculum.
- Mental and emotional health; how you can support your child.

Annual parental questionnaires are administered and parents are encouraged to leave feedback via the school's 'have your say' suggestion box, which is held in reception. There is also a fortnightly newsletter which helps to keep parents/carers up to date with events in the Academy.

The school rightly recognises parental engagement as a key component of student progress and outcomes and is working with the Early Intervention Foundation, an organisation dedicated to championing and supporting the use of effective early interventions to improve outcomes. The school has volunteered to become a case study school in the context of the foundation's work on parenting and families.

#### Next Steps:

- Develop and expand the parent group, 'Think Tank'.
- Reintroduce the PTA (Friends of TGAW).
- Roll out Parental Information Evenings for following academic year.
- Ensure that SLT presentations at parent's evenings cover new information pertinent to the year group.



### **Element 7 - Governing Body and Management: - External Accountability/Support**

Governance has been restructured following the last Ofsted visit, it is now much better placed to play an effective part of the school's development. Together with the support of the central Trust Board, Executive Board and School Improvement Board, the Local Board of Governors has much improved capacity and expertise.

Calendared meetings are regularly held for governors and minutes of the meetings are shared with staff. Governors continually access CPD in order to support the school. All safeguarding training is provided and kept up to date. Governors are involved in specific areas of the school such as SEND and Safeguarding. Governors would be involved in all quality assurances of these areas. Governors regularly attend school productions and school activities such as sports day and the carol service. They also provide a fundamental role in garnering staff and student voice, as well as engage with developmental activities to improve provision for all.

The Senior Leadership Team regularly updates Governors and liaises with them in order to maintain inclusive practice, develop and improve it. Data is shared with Governors every term by the Principal. Governors are in regular contact with parents during extra-curricular activities. Governors attend parents' evenings and are available to talk to parents/carers.

Governors receive appropriate training and updates to enable them to discharge their responsibilities effectively. The most recent example being training on how to deal with disclosures. Governors also enlist the support of external experts to support them in their role such as an ex HMI who has conducted an external review of Pupil Premium.

#### **Next Steps:**

- Seek ways to foster greater parental and community engagement in the life of the school.
- Ensure that the Governance of and accountability for specific areas (e.g. SEND, safeguarding) is tighter and more robust.
- For SEND, this will involve a series of QA activities including audits, pupil trails and learning walks, surveys and reports. It will also involve the setting up of termly SEND committees to identify action points following feedback from the QA activities.
- Continue to improve attendance of pupil premium student parents at parents' evening.



### **Element 8 - The School in the Community - How this supports inclusion**

Skills Action Service (SAS) is embedded into two hours of the curriculum each week for Year 7, 8 and 9 students. SAS involves the students working (service) with the local community. For example, the SAS Winter Fayre has the local FE College and SAS stands led by students to raise money for three charities. These charities are pitched to SLT in a Dragon's Den by each SAS. When they deliver the cheque to the charity (usually each fayre raises an impressive £3000+) the students deliver their presentation again to charity representatives to explain why they wanted to support them.

SAS First Aid and Adventurers explore components linked to the school's Duke of Edinburgh offer, which has resulted in increased uptake and further community work as part of this qualification. An annual SAS showcase one evening in the spring term and open to all features, performances, presentations and demonstrations from all SAS groups (included First Aid demonstrations, food made by SAS Cooks and much more. SAS Golf, SAS Swimming and SAS Climbing all take place at local community sports facilities. Other examples of SAS engagement with its community include a SAS Authors design children's books for local primary schools and then go into the schools to deliver this to students and SAS Gryme Time to share their work in our community arts showcase. The school has celebrated each of these events on their outstanding website, which of course, is accessible to a global community as well as the more localised community.

The school has a positive relationship the local primary schools and are invited to the school for a variety of activities and events including, an induction week for new pupils and Year 5 students from the local feeder primary school who are invited to watch the school show. The newly established Parent Teacher Association (PTA) has been busy organising quiz nights for family and parents of students at the school, as well as the SAS Winter Fayre which raises over £3000 each year for local charities. SAS students have also been on visits in the local community, such as experiencing Italian culture in a local restaurant and inviting primary school children in to work with students in a celebratory Sports Festival for all students.

The Learning Support Team works with numerous external agencies that offer further support for a wide range of students including Educational Psychologist, Speech and Language Therapist, Complex Communication Needs Team, Medical Education Team, Gloverspiece Farm, Bereavement Counselling, school nurse, Visual Impairment Team, Hearing Impairment Team, Family Front Door, Kooth referrals and student assemblies on this, Footsteps, Straight and Narrow, CAHMs, Paediatric consultants, West Mercia Rape and Sexual Assault, Reach 4 Wellbeing (NHS), Riding Schools, Children Services and Peripatetic music tuition (including funding for disadvantaged students).

#### **Next Steps:**

- Continue to develop the role of SAS in the wider, local community.