



## Report on IQM Inclusive School Award



**School Name:** Pinvin CE Academy

**School Address:** Main Street  
Pinvin  
Persnore  
Worcestershire  
WR10 2ER

**Head/Principal** Mr James Hawthorn

**IQM Lead** Mrs Laura Barker

**Assessment Date** 22<sup>nd</sup> May 2024

**Assessor** Ms Hilary Thompson

### Sources of Evidence:

- Parental Survey
- School Development Plan School Development Plan (SDP)
- Self-Evaluation Report (SER)

### Meetings Held with:

- Parents
- Staff
- Inclusion Team
- Senior Leadership
- Governors
- Trust CEO
- Pupils



## Report on IQM Inclusive School Award



### Overall Evaluation

I had the pleasure of conducting the IQM assessment at the Pinvin Federation of Schools consisting of Pinvin Church of England (CE) First School and St Nicholas CE Middle School which share a site in the village of Pershore. The Federation is highly inclusive and the Leaders and staff, supported by the Diocese of Worcester Multi Academy Trust (DOWMAT) Trust, ensure inclusion is central to the life of the schools.

Inclusion practice is embedded across all aspects of the schools. This is the Federation's first IQM Assessment and they clearly meet the Inclusion Quality Mark standards. The self-assessment report was completed to a very high standard and the school ensured I could speak to the right staff, Governors, pupils and parents during my visit, who all spoke very confidently and passionately about each IQM element.

Both schools share the same Leadership team and many staff work across both sites. The two schools are undergoing an amalgamation which is due to be completed by the start of the 2024/25 academic year when Pinvin CE Academy will be opened. The IQM assessment has considered evidence from both schools to ensure that the IQM Quality Mark Standard has been achieved in both, enabling the award to be accredited to the new academy from September. Pershore is planning to move to a two-tier education approach from 2027 moving away from the three-tier First, Middle and High School structure leading to further changes for the school, with Pinvin Academy ultimately becoming a single-form entry primary school, with preschool, for ages 2 to 11. Due to the additional workload in the school as a result of the 2 schools amalgamating the school has taken the decision not to be considered for Centre of Excellence until the new academy has been fully established and joint policies and practices embedded.

Pinvin CE First School is a small 1-form entry school with a Published Admissions Number (PAN) of 25 for students from Reception to Year 4. The school opened a preschool on the site 2 years ago which takes pupils in the term before they are three and takes a maximum of 24 children at any 1 session. Parents access their 15-hour and 30-hour funded places and are then able to pay for additional hours, including staying for lunch on days when they are attending for a full day. Pupils within the preschool facility adapt quickly to the school setting and are included in whole school activities including assemblies within their second term. The preschool building offers a beautiful, calm environment where pupils confidently select activities and work together. The preschool has created a delightful sensory room as part of its provision which is used to support a pupil with Autistic Spectrum Disorder (ASD) and also provides a space for any child needing to re-regulate. At times during the nursery day, the room is open for pupils to access as part of their free-flow learning. During my visit, all pupils were well-focused and engaged in their learning. Excellent relationships were in evidence between staff and pupils and all pupils appeared to be happy and confident within the setting.

St Nicholas CE Middle School takes students from Years 5 to 7 and has a PAN of 112 giving the Federation a combined roll of 316 pupils.

Both schools have higher than national levels of Special Educational Needs and Disabilities (SEND) on the roll. Pinvin First School currently has 34% of pupils registered with SEND. 10 of these pupils (7.5%) have an Education, Health and Care



## Report on IQM Inclusive School Award



Plan (EHCP). The Middle School has 25% SEND with 9 pupils (5%) having an EHCP, a combined SEND figure of 26%. The most recent Ofsted Reports recognise that significant improvements have been made in the quality of SEND provision: “Staff take the time to get to know pupils well. Parents and carers value this. Pupils with special educational needs and/or disabilities (SEND) receive good support and are included fully in all aspects of school life. Staff receive regular training on how to identify and support pupils with SEND. Leaders and teachers work with parents to put suitable plans in place. Staff understand pupils’ needs well”. (Pinvin, Ofsted 2024) “Leaders quickly identify pupils who need additional support, including pupils with special educational needs and/or disabilities (SEND). All pupils follow the same curriculum. A small number of pupils with specific SEND needs receive effective support in a separate classroom. Teachers use information about pupils’ additional needs to adapt their teaching. This means pupils with SEND can successfully access learning in line with their peers”. (St Nicholas, Ofsted 2023)

Leadership across both schools has stabilised and strengthened over the last few years with the current Acting Headteacher and Deputy Headteacher (DHT) being in post across both schools since September 2023. A significant amount of work since then has been on developing consistent practices across both schools and bringing staff together.

Both schools have a significant cohort of families from the Gypsy, Roma and Traveller (GRT) Community and the staff has worked exceptionally hard to develop positive links with the community, raising levels of trust and ensuring that children, who in other settings would be being educated at home, are attending school full time. The GRT Community feels exceptionally well communicated with and knows that the school is prepared to listen to their viewpoints and needs and to make reasonable adjustments to both the curriculum and the school to enable their children to be part of the school community. The work that the school has done with the GRT community is a real strength of its inclusive practice.

Greater consistency of practice and expectations across the two schools has been identified by Leaders as the next step in their journey to becoming a Centre of Excellence School. The Acting Headteacher and his team set high expectations and monitor practice closely to ensure both the learning environments and practices across both sites are the same for each child. Clear expectations on presentation and behaviour are also highly evident.

I have no hesitation in recommending that the Pinvin Federation of Schools (Pinvin CE First School) fully meet the IQM criteria and I recommend that the school is awarded the Inclusion Quality Mark’s Inclusive School Award and is reassessed in 3 years’ time.

**Assessor: Hilary Thompson**

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

*J. McCann*

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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

The Pinvin Federation of Schools vision “Working together with warmth and the belief that everyone can be happy, grow and flourish” is fully embedded and permeates across both schools. The values of ‘respect, community, peace, wisdom, joy and hope’ are evident in all areas and aspects of the school and are fully understood and followed by all members of the community. These values are central to the School Prayer, which is used in all Collective Worship sessions and links closely to the school’s strong Christian values. The school logo of a tree with the Christian Cross at the centre of the trunk, surrounded by the values, links closely to the school’s Biblical Quote from Jeremiah 12 verse 2; “You have planted them and they have taken root they grow and bear fruit”.

Spirituality is a real strength of the school and the school’s new spirituality policy has been shared and adopted across four of the schools within the DOWMAT Trust. Ofsted recognised the impact of the Christian values stating: “In the words of one of the pupils, Pinvin CE First School is a ‘caring community where we look after each other’. The church values of respect, community, peace, wisdom, joy and hope, shine through in all aspects of school life. Pupils understand why these values are important and reflect them when they work and play together.”

Inclusion is central to the day-to-day running of the school and is led by a highly effective, motivated and passionate team of staff who go well above and beyond to ensure that all children and families have their needs heard and addressed. The Inclusion Team, led by the DHT, comprises the Special Educational Needs and Disabilities Co-ordinator (SENDCo), the Agency/Family Liaison Worker (with responsibility for GRT relationships and also the Trauma-informed Practitioner), the Emotional Literacy Support Assistant (ELSA), the Speech and Language Teaching Assistant and the Forest School Practitioner/Learning Mentor.

SEND is a high focus within the SDP and a great effort is made to ensure that all pupils who are vulnerable or have additional needs are fully included in all aspects of the school. This was recognised by Ofsted in the most recent report: “Pupils with special educational needs and/or disabilities (SEND) receive good support and are included fully in all aspects of school life. Staff receive regular training on how to identify and support pupils with SEND. Leaders and teachers work with parents to put suitable plans in place. Staff understand pupils’ needs well”.

Within both the First and Middle Schools, pupils have access to ‘The NEST’ and The POD’. The NEST is a nurture area used for interventions, Social, Emotional and Mental Health Needs (SEMH) support, movement breaks and reregulation. The POD (Place of Downtime) is for children in crisis and it is open during break and lunch times, manned by the Family Support worker and the SENDCo.

The ELSA provides much-needed SEMH support across both schools and works diligently to develop children’s trust to be able to support key children with bereavement, gender identity, separation issues, anxiety and school refusal amongst other SEMH needs. The range of resources and activities used enables bespoke support programmes to be provided for each child. Once these programmes have been



## Report on IQM Inclusive School Award



completed, the children will continue to be supported by the ELSA member of staff through weekly check-ins.

A significant focus has been on supporting school refusers and students managing anxiety around coming to school. Flexible approaches are developed in conjunction with the child and their family to support each child overcome their anxieties and be able to attend school. Meet and greet arrangements are in place for key children and the children's individual interests are used to create a positive and enjoyable start to each day. The NEST classrooms and the POD are used as quiet, calm spaces for these students to access prior to joining their class where the children can have a relaxed breakfast or hot chocolate and take part in their bespoke 'settling' activity. Attendance of School refusers is built up slowly and the school shared some great examples of the successes they have had enabling school refusers to, over time, be attending regularly for full days.

The ELSA staff member is also the First Aid Lead and is qualified to deliver Paediatric and adult First Aid training, ensuring the first aid needs across the Federation are very well met. First Aid training is also provided to staff in other schools with the Trust providing some additional revenue to the Pinvin Federation.

A key strength of the Federation is the work that has been achieved with the GRT community and the school has been publicly recognised by Worcestershire County Council for the excellent work that they do. Pinvin is located close to 5 traveller sites and currently has 17 children from 9 families in the First School and a further 9 children from 6 families at the Middle School on the roll from three of these sites, successfully supporting families who previously would have been home educating their children due to their beliefs and lack of trust in the education system. The member of staff with responsibility for GRT families has worked tirelessly over the last 17 years to build trusted relationships with the GRT community, developing positive relationships with families through listening carefully to and respecting the family's viewpoints.

Support over the years has included the provision of summer school camps, delivery of teaching sessions during Covid at the traveller sites, support arranging, attending appointments and support with housing. The school has taken time and energy to be able to be respectful and mindful of the GRT community's beliefs and culture. Time has been taken to share the school's Relationship and Sex Education (RSE) curriculum in detail with the families, fully respecting their customs and beliefs when allowing children to be withdrawn from selected elements of the programme, whilst receiving all statutory content.

A significant amount of work has also been successfully completed on the importance of Secondary school, with an increased number of the GRT community now choosing to allow their child to attend High School, rather than being taken out of the education system at 12 to be 'home schooled'. Many of the GRT community are now attending the local school trips and residential trips on a daily basis, returning home each evening. The school's work on Persistent Absenteeism amongst the GRT community has successfully led to Worcester County Council providing taxi transport to school for 7 children whose families were unable to physically get their children to and from the Pinvin site. I was able to meet with parents from the GRT community who spoke incredibly positively about the importance of this work for their community and shared



## Report on IQM Inclusive School Award



that, without the support of the GRT staff member, their children would not have been in school.

The Agency and Family Support worker wears many hats, supporting the SENDCo with SEND needs, making agency referrals, liaising with teachers and parents to get information, making appointments with outside agencies and sharing reports as they are received. The Family Support element of the role is closely linked to Safeguarding with the staff member being one of the three Deputy Designated Safeguarding Leads (DSLs) within the Federation. As part of this role, the Family Support worker ensures all staff have safeguarding training and certificates and is part of the team picking up day-to-day safeguarding issues from electronic logs of concern.

The Trauma-Informed Practitioner, working alongside the ELSA practitioner uses PACE (Playfulness, Acceptance, Curiosity and Empathy) to support students who are facing difficult life situations e.g. parent divorce or bereavement. This has been modelled to all staff during teacher training days. The support provided for children includes the use of Sand Tray Therapy which supports children to 'open up' through creating pictures in the sand.

Senior Leaders ensure staff wellbeing is addressed at all times. The school has a clear Mental Health Strategy in place and has a number of Mental Health First Aiders, alongside a Trauma-Informed trained staff member on each site with 2 additional staff having completed the 1-day 'Trauma in a Nutshell' course. All staff have completed training on emotion coaching. A Designated Team Manager is available for all staff and staff can offload and get support if needed. Staff work time is monitored and managed carefully. Any staff member taking part in a residential visit will receive either 1 or 2 days 'time in lieu'. Staff are also given time for report writing. Leaders encourage staff to attend events at their own child's school, providing release for them to attend whenever possible. All staff have access to an Education Support Hotline, attend Continuing Professional Development (CPD) sessions focussed on developing wellbeing and are encouraged to study for NPQs for personal career progression, with Performance Appraisal including a focus on staff interests and aspirations. Staff are provided with opportunities to visit other schools within the Trust.

Transition is managed well by Leaders and the school manages 5 Transition points, providing effective support for preschool children and their families at the point of joining the school, transition from preschool into Reception, Transition to Middle School in Year 5 and transition to the High School in Year 8. A number of students are also supported moving to secondary school in Year 6 in areas where a two-tier education system is in place.

### Next Steps:

- The school is dedicated to ensuring that inclusion continues to underpin the culture of the school.
- More workshops for parents and events to continue supporting parents.
- Stay and play opportunities showcasing reading.



## Report on IQM Inclusive School Award



### Element 2 - Leadership and Management and Accountability

The Leadership of the Trust and the school is very strong and this was recognised by Ofsted. "Leaders have a clear vision with high expectations for all. Staff want the best for every pupil and have supported these changes. Staff are proud to work at the school".

The Leadership across the Federation has faced significant changes over the last few years but has been successfully stabilised and strengthened since the current Acting Headteacher and the Deputy Headteacher were appointed in 2023. The Senior Leadership Team currently comprises the Federation Acting Headteacher, Federation Acting Deputy Headteacher, Seconded DOWMAT Deputy Headteacher and the Federation SENDCo. The Trust Deputy Headteacher is currently supporting the Leadership of teaching and learning across the Federation of schools.

The Deputy Headteacher, as Inclusion Lead, leads on Pupil Premium (PP) and manages the PP budget effectively using funds to enable the staffing of the Inclusion Team, alongside providing PP children with access to enrichment activities, trips, musical instruments and interventions. The Deputy Headteacher also leads on attendance and is currently focussing on reducing the Persistent Absence of 7 or 8 identified families. Referrals are made to social care if attendance of Persistently absent families is not improving.

The Federation has been part of the DOWMAT Trust since 2017 and has undergone significant challenges over recent years. Currently, the Federation of two schools is transitioning to Pinvin Academy a single academy for ages 2 to 12 and from 2027 the Education system in the area is moving from the current three-tier system to a two-tier at which point Pinvin Academy will become a Nursey and Primary School with pupils from Nursery to Year 6. From September 2025, the first schools will keep Year 5 pupils and the middle school will shrink to 2 form entry to manage the transition effectively for pupils. Ongoing support is being provided for the Federation to support the current Leadership in addressing the challenges and continue to drive both schools towards excellence. The Trust's secondment of a Deputy Headteacher has provided additional staffing to raise the standards of teaching and learning. In addition, a Director Of Education from the Trust also works across the First and Middle Schools one day each week to provide support for the Acting Headteacher and coaching for the Headteacher is provided. During the recent maternity leave of the Federation SENDCo, the Trust SENDCo was also seconded into the Federation to ensure the SEND needs of the pupils continued to be exceptionally well met.

The Trust has been focussing on ensuring SEND support across their establishments is strong to supplement the limited resources available from the Local Authority and the increasing SEND needs across their academies alongside a shortage of Special School places. The Federation and the Trust have developed good relationships with their local Pupil Referral Unit (PRU), Perryfields and a liaison support officer from Perryfields comes into the Federation to observe key children and provide advice. Additional Trust support for its schools includes the holding of termly Rapid Improvement Board meetings for all schools with a judgement or past judgement of Inadequate or Requires Improvement. The recruitment of a Trust SENDCo has ensured that SENDCo



## Report on IQM Inclusive School Award



absenteeism across any Trust school can be managed effectively, alongside the provision of advice and support with growing caseloads. The Trust SENDCo leads a SENDCo network group and Trust Trauma-Informed network. The curriculum network groups have also been established ensuring collaboration between staff. A network of Trust Early Career Teachers (ECTs) is also in place. The Trust buys into Chadsgrove School to provide Educational Psychologist advice and support with complex communication needs, dyslexia and a source of Alternative Provision (AP). Pinvin Federation supplements this by purchasing an additional Educational Psychology package and Speech and Language provision to meet the growing SEND needs across the two schools.

The Trust is considering employing its own Educational psychologist and Speech and Language Therapist moving forward to further support SEND needs across the Trust.

The Governing Board works closely with the Federation and Trust and chairs of Governance meet termly with the CEO. The Chair also attends the Rapid Improvement Board alongside a representative from the DOWMAT board, the Director of Education, the School Improvement Adviser and the Headteacher.

The Governing Body meets for a full board meeting every two months and also holds separate finance board meetings. Governors all hold responsibilities within the school and are expected to visit termly to complete learning walks and to meet with Leaders to discuss actions, progress and impact and talk to pupils. Governors complete a written report after each visit which is shared and discussed at the next full board meeting. The mental wellbeing of the Leadership at the Federation is managed extremely well through performance appraisal, the Chair of Governors providing a 'listening voice' and the support of the Diocese through Reverend Claire and Reverend Jane when they deliver collective worship and through the provision of counselling following Ofsted.

Pupils across the two schools have opportunities to develop Leadership skills. A Junior Leadership Team is in place in both the First School, with Year 4 pupils and with Year 7 pupils in the Middle School. Pupils apply for positions on the Junior Leadership Team with applicants outlining why they would like to be a Leader prior to setting up polling stations. Opportunities within the Junior Leadership exist for Head Boy/Deputy Head Boy and Head Girl/ Deputy Head Girl and four Sports Captains. Pupils in the Middle School also have the opportunity to become prefects, with all prefects wearing a bespoke tie for visibility across the schools. The Head Boy and Girl support Leaders by leading tours of the school, attending open evenings, visiting feeder schools for the Year 5 intake and supporting year groups. The Middle School is currently developing the Sports Leader role with Middle School children supporting the First School playground. Middle School pupils have also been used as buddy readers in the past.

Alongside the Junior Leadership Team all year groups have the opportunity to become Leaders through the school's Pupil Parliament for pupils from Year 1 to Year 6. Votes are held within the classroom with 2 representatives being voted onto the Parliament in Years 1 and 2 and 1 per class from Years 3 and 4 and in Middle School. The parliament is run by a staff member and half-termly meetings, occasionally attended by the Headteacher, are used to discuss how the pupils would like to improve the school. Ideas are shared within classes and outcomes from the Parliament meetings are shared back



## Report on IQM Inclusive School Award



with the class. A recent impact of the Parliament meetings has been the introduction of a Trim Trail, paid for by the PTA.

Safeguarding is managed very effectively by Leaders who responded very quickly to their 2023 Ofsted where safeguarding concerns led to the school being graded as inadequate. The recent Ofsted in 2024 praised the school for the speed in which they had responded to the concerns: "Following the last inspection, Leaders swiftly addressed the concerns regarding safeguarding, ensuring that a robust system that is understood by all is in place".

The DSL is supported by a team of 3 Deputy DSLs who are all part of the school's inclusion team. All staff are trained effectively in safeguarding and teachers know how and when to flag concerns, with any concern, logged onto the school's electronic system being followed up swiftly. Leadership and Management is now judged to be good by Ofsted in both the First and Middle Schools.

### Next Steps:

- Raising outcomes for all pupils, in particular pupils with SEND.
- School staffing structure will change as a result of the amalgamation. A focus on giving the school stability is the priority for DOWMAT and School Leaders.



## Report on IQM Inclusive School Award



### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Extensive work has taken place in both schools over the last three years to develop and improve the curriculum and ensure it is engaging and meets the needs of all pupils. The recent Ofsted report for the First School identified the work completed by senior and middle Leaders, “Recently, the school has reviewed and developed the curriculum. It is broad, ambitious and designed to give pupils what they need for their next steps in education”.

Subject Leaders have taken every opportunity to make links to the local community within subject topics alongside identifying wider cultural and international links. Examples of this are studying the local area in geography, using local seasonal food in the Trust and internationally with each key stage studying an ancient civilisation based within or outside the UK. Within RE pupils are introduced to different cultures and religions, including the tasting of traditional foods from different cultures and religions. Subject Leaders have worked hard across both schools to develop teachers’ subject knowledge with the support of the Trust Curriculum Teams and collaboration across the other schools within the Trust. Ofsted reported: “Across the school, teachers have secure subject knowledge and present content clearly. Pupils talk excitedly about their lessons and are keen to share their learning”.

All Subject Leaders have created knowledge organisers which are shared with pupils and parents at the start of every new unit of work and are stuck in pupils' books. These include key vocabulary for the topic, links to prior learning to help pupils make links within their learning and they provide planned outcomes from the teaching which can be used to support assessment for learning at the end of the teaching.

The curriculum in both schools is supported by a range of experiences which include external visits and visitors to school Experience days e.g. an Egyptian Day. Residential trips are arranged for each year group from Year 4. The residential trip in Year 4 this year will be to a ‘Go Ape’ in Malvern for 2 nights which students I spoke with were looking forward to. Year 6 pupils will take part in a residential to London. Year 7 pupils have recently returned from a 5-day residential trip to France with students enjoying visiting the Eifel Tower, the Arc de Triomphe, and Notre Dame. They went on a river cruise and stayed in PGL accommodation that included tennis courts, an Olympic-sized swimming pool and basketball courts.

Phonics and Early Reading are prioritised at Pinvin First School with the school using the Little Wandle Phonics scheme and Catch-up resources. Parents’ knowledge of phonics is supported through parent workshops and information/links provided on the school’s website, including support videos. Reading books are linked closely to each child’s phonetic level and parents are encouraged to listen to their child read these books at home, alongside sharing more complex books with their child, reading to them to develop a love of reading. Both schools take advantage of the facilities that are available within the Middle School to meet the needs of the pupils in Key Stage (KS)3. All students across the school have opportunities to be taught in the bespoke science laboratory and to access the bespoke Art and Design and Technology (DT) rooms. The school uses Adaptive Teaching Strategies, including the differentiation of task/outcome, the provision of additional support, scaffolding, the provision of an



## Report on IQM Inclusive School Award



alternative activity and slowing the pace of information to ensure that pupils can access whole class teaching whenever possible. Adaptations can include the provision of a laptop, fidget toys, writing slopes, wobble cushions, etc. An alternative curriculum is currently in place to support one child whilst they await a special school place becoming available.

A broad range of Extra-Curricular activities are provided across the Federation. Afterschool clubs and lunch time clubs are offered all year round both by school staff and external companies. Music lessons for guitar and drumming are provided by external musicians with parents paying for regular lessons. Lunch time and afterschool clubs are provided across the year with different options taking place each term. Activities during the year include Tag Rugby, Cricket, Multi-skills, mindfulness, Netball (including participation in an external tournament), knitting, girls' football, after-school club, litter picking, Nintendo Switch, laser tag and drama, with the school currently rehearsing an end of year performance of 'Pantastic'.

Outdoor learning is delivered through Forest School to pupils during Pre-school, Reception and Year 1 by a Forest School-trained member of staff. The experiences delivered during Forest School are linked closely to the year group's curriculum and with the Early Learning Goals. Children are encouraged to lead their own learning during Forest School sessions with children and staff learning together and sharing experiences. Pupils in Year 2 upwards continue to receive some outdoor Forest School provision through cover time led by the Forest School Lead.

The school has recently had a temporary swimming pool erected within the school grounds enabling all pupils from Year 3 onwards to have the opportunity to learn to swim with a focus on all students achieving 25 metres. Students swam daily for 2 weeks gaining confidence within the water.

Pupils told me that teachers across the school are easy to talk to and they like the provision of quiet areas within their year groups including The NEST and The POD where they can access colouring, books, sofas and fidget toys should they need space to calm down when stressed.

### Next Steps:

- Further work is needed to refine the curriculum and ensure that all lessons are engaging for all pupils.
- Further support around the delivery of the curriculum. Subject Leaders drop-ins and Senior Leadership Team (SLT) monitoring.
- Further support for Teaching Assistants (TAs) around curriculum content in English and Maths to better support vulnerable learners. Maths and English leads to deliver training sessions.



## Report on IQM Inclusive School Award



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

The Staff has been trained in the Rosenshine Principles to support high-quality teaching and learning, which includes 10 principles of instruction. A focus in the school has been on questioning and retrieval and staff use a combination of approaches to ensure all pupils can engage with and respond to questions. These include cold calling, taking 5 answers and saying the child's name before asking the question. Teachers use questioning skilfully to support the assessment of learning. Every knowledge organiser has a section that enables questioning to demonstrate progression in learning. Additional focus from the Rosenshine Principles has been on the importance of modelling, including the modelling of making mistakes and using 'Flash Backs' at the start of each lesson to revisit prior learning and drip in opportunities for pre-tutoring.

Teachers across the Federation are highly skilled in supporting the SEND needs within classes. The Federation has devised a SEND pathway, providing useful information to all staff regarding SEND practice. The SEND team has weekly panel meetings where the Inclusion Team discusses concerns that may have been raised by a teacher or a parent or have arisen as a result of assessment data or transition meetings. Strategies of support already implemented are discussed and pupils are added to the Pupil Monitoring List. A Pupil Passport is created for all pupils on the Monitoring List to summarise and share strategies being used. Where needed, the pupils are added to the SEND register and the class teacher will speak with the parents. The Inclusion Team will send a letter home. Referrals will be made to external agencies when needed and Individual Provision Maps (IPMs) written by the class teacher. Staff members have access to a range of resources to support pupils in class including fiddle toys, talking tins, laptops, word maps, coloured paper, overlays and writing slopes.

Phonics is delivered through a 'Keep Up not Catch Up' ethos in line with Little Wandle. Staff support students who are struggling through regular 'drip feeding' of phonic sounds, blending and segmenting to identified children at opportune moments during the day and a similar approach is implemented to support pupils with key number skills and times table acquisition.

Interventions are delivered by the Learning Mentor and TAs which include Little Wandle Catch up, Rapid Catch Up in Year 3 and Maths Number Stacks with TAs being fully trained to be able to deliver the materials and assess when the child is ready to move to the next stage. Other interventions used within the Federation include fine/gross motor skills, precision teaching, touch typing, NESSIE, Lego therapy and social stories.

Zones of Regulation are currently being trialled in Year 1 to support children's understanding of emotions with the aim of extending this across the whole Federation next year. Intervention sessions are delivered during the afternoon teaching sessions, with care taken to ensure pupils are not missing the same subjects each week. Staff listen to pupils and ensure children are not missing their favourite subject through attending an intervention session. Excellent communication between the staff team ensures the progress of children taking part in interventions is shared effectively. WellComm is used within the Preschool and Reception enabling the Early Years Team to target specific communication needs. Staff are witnessing pupils making phenomenal



## Report on IQM Inclusive School Award



progress with language as a result of using WellComm. All pupils are screened at the beginning and end of Preschool, at the start of Reception and at Easter in Reception. 26.5% have an identified Speech and Language need and the school has employed a Speech and language TA who works alongside the Speech Therapist bought in by the school to support addressing these needs.

The Learning Environment across both schools is planned carefully to ensure the environment supports learning. Visual timetables are displayed in all classrooms and teachers are encouraged to use visuals and manipulatives to support the learning process. School values are displayed in all classrooms alongside visual cues for good listening. Staff all have seating plans, linked to pupils' particular needs identified on Arbor. All First School classrooms now have neutral displays to avoid overstimulation and reduce cognitive load. Leaders are planning to extend this to classrooms within the Middle School next year. All displays in classrooms are used to support learning, with pupils' work being celebrated on corridor boards. Each year group also has access to a calm classroom. The NEST and POD are available to provide a calm teaching space and a calming down area is available for students struggling with SEMH and high levels of anxiety, with the NEST in the middle school including a tent as a safe calming space, quiet corner, and work area which is resources with re-regulation resources.

### Next Steps:

- Deputy Headteacher driving this area of development for the school, working with key staff and Subject Leaders to continue to embed pedagogy across the curriculum to raise outcomes for all.
- Further investigation into data to see the direct impact of positive change.



## Report on IQM Inclusive School Award



### Element 5 - Assessment

Assessment is currently a key area of focus for the school. All school data is centralised across the Trust on Arbor to offer the Leaders opportunities to review, analyse, compare and plan. Summative assessments are made using a range of resources including the Little Wandle Phonics and White Rose Maths Assessments alongside PIRA reading tests. Optional SATs in KS1 and the statutory Year 6 tests and Year 4 times tables check are also used to inform overall assessments. As part of everyday practice, access arrangements are in place to support pupils with additional needs and discussions with parents around this happen very early within the term. Key identified pupils are supported with formal assessments through a number of systems including being in small rooms, having movement breaks and snacks if necessary, having a reader, scribe or additional time and the school has some pupils exempt from formal test environments to support their mental health.

Formative assessments are made by teachers regularly throughout their teaching. In the classroom, flashbacks are used at the start of every lesson to reignite prior learning and support connections being made across learning. CPD sessions across the last 12 months have focused on questioning techniques using the Rosenshine Principles. These skills are implemented by teachers who use questioning and whiteboards for instant feedback to support Assessment for Learning and adapt the lesson where necessary. Each Subject Leader has also created end-of-unit assessments included as part of the Knowledge Organisers which are completed each half term. Interventions are assessed and adapted regularly and often at the point of learning.

Pupil Progress meetings are held following each data capture to ensure students with additional needs are identified and supported promptly. IPMs are also reviewed termly through consultation with the parents. The school has recently introduced a weekly number challenge for pupils encouraging students to become more fluent with basic number skills.

There is a clear marking and feedback policy across the Federation with staff using coloured highlighting for clarity. The use of a pink highlighter identifies work that needs to be revisited, a green highlighter identifies work that has been fully understood and an orange one is used when work was completed with additional support or prompting. Pupils fully understand the mark scheme and use a purple pen from Year 1 onwards to respond to any questions written by the teacher in pink.

As part of the DOWMAT Trust, the staff has regular moderation sessions to ensure that expectations and judgements are consistent across the schools. All assessments are moderated regularly through in-school moderation sessions across year groups and through the Trust moderation programme with the Trust running a MAT training day on moderation each year. The school also uses the Worcestershire Moderation Support and Training for Years 2 and 6.

Within the Federation, Senior Leaders create a whole-school monitoring cycle that reviews practice across all aspects of the school including mental health, wellbeing and behaviour. Core Subject Leaders all have regular designated Subject Leader time to be able to monitor their subject across both schools. Non-core Subject Leaders are



## Report on IQM Inclusive School Award



provided with cover as part of the monitoring cycle to enable them to monitor standards within their area of study. The DOWMAT Trust holds Hub meetings for Subject Leaders enabling Subject Leaders across all 16 schools to come together for curriculum development.

Pupils are also used across the Federation to support the monitoring process in school, with the schools holding a whole school monitoring morning once every term. All children from across the two schools are allocated a subject area or aspect of the school, with each group of children working with the Subject Leader in a different classroom. Pupils will be encouraged to look at books and provide feedback on the quality of work and content evident in the books.

### Next Steps:

- Schools are now planning a robust assessment calendar to be in place for the 2024-25 academic year.
- Foundation Subjects' assessments to be evaluated and improvements made for the next academic year.



## Report on IQM Inclusive School Award



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

The Christian ethos is central across all subjects and areas of the school and this drives the caring nature of the school and this was recognised in the 2024 Ofsted report, “The church values of respect, community, peace, wisdom, joy and hope, shine through in all aspects of school life”.

Leaders identified a lack of consistency across the Federation with behaviour in 2022, identifying through staff and pupil voice that the Zone Boards, central to the behaviour policy was not being as effective in the classrooms as Leaders would have liked. As a result, the school’s Behaviour Policy was rewritten in 2022/23 to become the current Behaviour and Relationship policy. The new policy was written in collaboration with Perryfields PRU has moved the school to a more restorative approach to behaviour. Through the new policy, the school provides a structured environment with clear boundaries and positive reinforcement central to behaviour management.

Pupils are encouraged to take responsibility for their behaviour and to recognise how their choice of actions links to consequences, both positive and negative. The Behaviour and Relationship Policy is closely driven by the school’s values with three rules, ‘Be Ready’, ‘Be Safe’ and ‘Be Respectful’, being highly visible across all areas of the Federation.

Assemblies are used to embed the school’s vision, “Happy, grow and flourish” and values, with a focus value for each week. The celebration assembly at the end of the week enables pupils to receive ‘Values Awards’ and ‘Gold Awards’. Standards of behaviour are high across the two schools and to motivate pupils to achieve this, staff use praise and reward good behaviour frequently and consistently. Stickers are used by staff across the school to celebrate success. These are through individual systems established by class teachers.

‘Marvellous Me’ is used to recognise achievement with pupils being awarded House points for demonstrating desired behaviours linked to ‘Good Work’, ‘Good attitude to Learning’, ‘Displaying the ‘School Values’ and ‘Lunch time Behaviour’. ‘Token Rewards’ are given to pupils when they achieve key ‘Marvellous Me’ milestones. These include 100 House Points - Postcard, 150 House Points - Pencil, 200 House Points - Headteacher reward, 300 House Points - Highlighter and 400 House Points - Non-Uniform Day. These prizes are presented to the children in celebration assemblies and then postcards are sent home for parents to celebrate the achievement with them.

The policy also clearly addresses the consistent approaches to be implemented for any incidents of inappropriate behaviour. Any inappropriate behaviour will be managed using a restorative approach with pupils always being listened to, ensuring incidents and behaviour are fully understood and children are supported to be able to make better choices in the future. Sanctions can comprise of loss of playtimes, sitting separately in class or spending time in a parallel class group. More high-level behaviour incidents are managed through a range of systems following a detailed investigation which will always include the pupil. Parents will be involved in the discussions when deemed appropriate and sanctions discussed with all stakeholders to ensure that the planned action is commensurate with the behaviour issue. At all times pupils are given



## Report on IQM Inclusive School Award



every opportunity to correct their behaviour, making sensible choices and avoiding future behaviour incidents and the need for further sanctions. Leaders view exclusion as a last resort and do everything reasonably possible to avoid excluding any child from school.

The pupils I met with knew the school values very well and understood the behaviour policy and systems. Pupils shared that they liked being 'listened to' and are very positive about the new behaviour policy alongside the rewards. Pupils' views are gathered regularly, through pupil voice as well as monitoring activities across all subjects termly and pupils are rightly proud of what they have achieved.

Attendance is led by the Deputy Headteacher and the focus is currently on addressing Persistent Absence, caused predominantly by 7 or 8 pupils. Good pupil attendance is supported through attendance awards, with students able to receive 'Marvellous Me' points for punctuality. Gold, Silver and Bronze attendance certificates are awarded each term and any child with 98% or above attendance is entered into a termly prize draw.

All pupils take part in the Federation's Personal, Social, Health and Economic (PSHE) curriculum, which includes a focus on mindfulness. Across the year each pupil will complete 6 units which cover; Being in My World, Healthy Me, Changing Me, Relationships, Dreams and Goals and Celebrating Difference. Parents are consulted about the content of the RSE curriculum with a great emphasis being placed on ensuring that GRT families are comfortable with the content their child is being exposed to.

Staff wellbeing is a strength across the school and staff voice is central to the school's ethos, leading to staff workload being addressed in previous years. Staff personal development, through appraisals, leads to staff being able to access courses and development opportunities across the Trust.

### Next Steps:

- Ongoing reviews and support from DOWMAT and Governors.
- Close liaison with Alternative Provisions to meet the needs of pupils.
- Support from outside agencies to ensure the school is the correct setting for vulnerable learners.



## Report on IQM Inclusive School Award



### Element 7 - Parents, Carers and Guardians

Leaders and staff across the Federation strive to ensure that parents feel valued and are actively involved in their children's education at all levels. Parents are encouraged and supported to be fully involved in their child's learning, ensuring that the school is always achieving the highest outcomes. Leaders and staff consult with families and communities and value the input and feedback they receive.

I was able to meet with several parents during my visit who shared a range of positive experiences. The group of parents included members from the GRT community, the parent of a child new to school and parents of children with additional needs. Parents value the work of the Family and Agency Worker who supports and signposts families.

Parents spoke highly about the communication systems used across the Federation and found the use of emails, newsletters, voice messages and in-school meetings highly effective in keeping them informed about the school and their child. Concerns are dealt with quickly and efficiently and parents particularly like the presence of staff members at the gate each morning. Staff at the gate know the children well and recognise and respond to the children's body language. All staff respond quickly to emails and are also efficient at sharing key information with other staff members who need to know. One parent shared that the "teachers are always there to help".

Parents with children who have struggled with anxiety around attending school spoke very highly about the Meet and Greet system put in place for their children. They spoke positively about how the staff took time to really understand each child and to find activities that supported their child to relax and destress. Spending time each morning completing an activity that the child enjoyed was central to enabling the child to return to attending school.

The members of the GRT Community spoke at length about the lengths the GRT staff member had taken to win the trust of the GRT Community and to enable them to feel comfortable sending their children to school, confident that their culture and viewpoints would be fully respected by all staff. They were particularly positive about the support provided during Covid when teachers visited their site and delivered some lessons outside. The GRT community was confident that the school would always consult them about any aspect of the school which may be seen as contentious.

One parent shared the journey her son had been on following his needs not being met in his previous school where he had been blamed for his behaviours rather than the school identifying his additional needs. Before moving their son to the Federation, the parents were contacted several times by members of staff to fully understand the additional needs their son had and to identify ways in which to support the transition and reduce his anxiety. Staff have fully met their son's needs since he joined the school and report that he is now much calmer and keen to come to school. During my visit, I was fortunate to be able to meet with their son who presented as a highly motivated, able, happy pupil. He spoke very confidently about the school, its vision and values and how staff had ensured that his learning needs had been addressed.



## Report on IQM Inclusive School Award



During the year staff at Pinvin Federation deliver several Parent Workshops. Parents present spoke about phonics sessions for parents in Reception and Year 1 which introduced the school's phonics scheme, resources and means of supporting reading and phonics at home. A maths workshop for Year 4 parents has also been delivered with parents and children working together on maths activities. Attendance at these events was fairly low, and the school found it difficult to find a time when the majority of parents would be able to attend. As a result, resources from any parent workshop are shared with parents through the website. During my visit, we discussed the possibility of the school offering the sessions on TEAMS and recording the sessions, sharing access to the presentation for all parents after the event. This may be a more relaxed option for parents who are anxious about attending or unable to attend workshops for any reason to access the materials.

Parents are welcomed into school for Parents' Evenings, book looks, Coffee Mornings and celebrations such as Nativities, Carol Services and Easter Services. Parents' Evenings take place twice a year for all pupils, with an additional parent conversation each term for all pupils with SEND. Open Days and meet-the-teacher sessions are arranged as part of transition meetings. GRT parents are given 1 to 1 verbal feedback on their child's progress due to barriers within the community and insufficient childcare to attend meetings.

Parents have also supported events within the school including helping with hosting career talks and volunteering where they can. Parents are encouraged to come into the school several times during the year. Parents of pupils in the First School are invited to the celebration assemblies whenever their child is receiving an award. Parents' Evenings are held each term and the school holds an afterschool showcase of work. Parents are also invited to sports days.

The Federation of Schools has an active PTA that arranges social events and fundraising events including discos and talent shows alongside organising Christmas and Summer Fairs. This year's Summer Fair included a circus in school. The money raised by the PTA over the years has been used to fund the Trim Trail, requested by the Pupil Parliament, NEST provision and subscriptions to key education resources including NESSIE.

Leaders use the Ofsted parent survey to get additional feedback about the schools. As part of the most recent Middle School Ofsted the parent survey identified parent satisfaction had risen considerably since the previous inspection with 86% (up from 66%) saying they would recommend the school to other parents and 86% (up from 77%) said their child was happy at school.

### Next Step:

- To host many more parent engagement workshops and celebration assemblies on a more regular basis so that the families are more of an integral part of the school on a day-to-day basis, rather than on showcasing events.



## Report on IQM Inclusive School Award



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

The Pinvin Federation of Schools works closely with the local, wider and global community to enrich the learning experience for all pupils. The school has a special relationship with the Church and the local Diocese is actively involved in the school's curriculum and day-to-day activities, including the delivery of regular assemblies in school.

Diversity and inclusion are an integral part of the school curriculum, and pupils are provided with a broad range of curricular enrichment activities and extra-curricular activities. Every opportunity is taken for pupils to visit the Church in the local village or Pershore Abbey to enrich learning. The Middle School held their annual Carol Concert at Pershore Abbey in 2023 and pupils have also attended the Abbey to deliver a Remembrance Service. Year 5 pupils have also been involved in a day of Worship at the Abbey about 'God and the Big Bang'.

The Federation has developed strong relationships with the local care home and is looking to be able to reintroduce its annual carol concert to the residents following Covid once winter virus levels have returned to pre-Covid levels.

The Federation of Schools has successfully reinstated residential trips for pupils in Years 4, 5, 6 and 7 supporting their experience of both the wider and global community. Year 4 and 6 pupils attend outdoor activity centres in Malvern in the local community and further afield in Shropshire whilst Year 6 spend 5 days in London. Year 7 pupils are offered the opportunity to spend 5 days in a PGL centre in Paris enabling the pupils to experience the French culture and enhance their language skills. Global learning is celebrated throughout the school's curriculum.

As part of the school's careers provision, members of the local community are invited into the school to speak with year 7 pupils about their jobs, sharing the skills required. Several parents also support the school with this event.

#### Next Step:

- To build further Modern Foreign Languages (MFL) links with the global community with the hope of forming a link with a school in France to build pen pal opportunities to develop language skills.