

19th July 2018



Mrs Emily Carr
Headteacher
Bishopton Pupil Referral Unit
Marsh House Avenue
Billingham
Stockton-on-Tees TS23 3HB

Assessment Date: 5th July 2018

Summary

The Bishopton Centre is a complex Pupil Referral Unit in the Stockton-on Tees Local Authority. Bishopton PRU provides education to pupils from key stages two, three and four, across the whole authority, receiving placement referrals from sixty Primary schools, and thirteen Secondary schools. Bishopton takes permanently excluded pupils from across the borough, as well as pupils who come into the area via the Fair Access protocol. In addition to permanently excluded pupils, the school also provide in-reach support for those who are at risk of a permanent exclusion or those not attending mainstream school for other reasons such as illness (physical and/or psychological). The centre also brokers alternative vocational provision for pupils who remain solely on the roll of mainstream schools. The Redhill building on the same site supports pupils who are anxious or have medical illness and those who are also supported through the home and hospital teaching service. The proportion of disadvantaged pupils supported by the Pupil Premium is above average.

C.A.S.T.L.E stands for Creativity, Aspiration, Self-belief, Tolerance, Love and Enjoyment. The school's values are represented simply by a picture of a castle; a fortification built to protect the people inside. The Bishopton Centre achieves this and more with its ethos of care and its provision of what is necessary for the well-being of all within.

From the moment one arrives in the grounds of the Bishopton Centre, a warm welcome awaits. Smiling staff are outside ready to greet pupils and visitors to ensure their day starts with a personal approach. Inside, this warmth and inclusivity continues with each and every member playing their part to ensure a sense of belonging pervades the calm, purposeful spaces. Relationships are positive and genuine, there is laughter and harmony, aspiration and ambition.

Communication is a key strength of the school. From the open-door policy of the Headteacher, the pupil voice opportunities and the parental engagement strategy which celebrates every achievement, someone is available to speak to you. This is a listening school. Staff are consulted so that they feel informed, comfortable and ready to embrace change.

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Their contributions are celebrated through staff 'Shout Outs' which recognise and reward the extra efforts they so willingly provide. This engenders team spirit, boosts morale and acknowledges staff well-being as a vital investment towards achieving inclusion for all.

Leaders are relentless in pursuing their aim to move pupils from a position of vulnerability and/or crisis to one of hope, strength and success. The Headteacher, Management Board and Senior Team are inspirational in their commitment to inclusion. In Bishopton, strategies don't simply sit on shelves in colourful binders. Rather they are dynamic processes that facilitate learning and change. The Headteacher regularly communicates the vision and moral purpose to all, presenting an exciting picture about where they are now and where they are going in the future. They have a thorough understanding of the challenges their pupils and families face and are committed to seeking the right support to provide the most effective impact. Senior leaders provide a compass so that all stakeholders understand not just what this strategy will provide for pupils, but also for the organisation as a whole.

Leaders and managers also have a keen ability to nurture their own staff so that they play to their strengths for the benefit of their pupils, develop expertise and ensure successful succession and retention. CPD is well developed, is self-reflective and evaluated for impact. Confident staff are keen to share their own wide range of skills and specialisms to help prevent pupil exclusion through a menu of services available to local mainstream schools, the impact of which has already been recognised. A mainstream Deputy Headteacher who had asked for support from the school's pastoral and therapeutic team said *"This was the best phone call I've ever made. The package of care offered was second to none."*

A further strength of the school is how it looks outward to develop strong networks and positive relationships with a wide and varied range of specialists within and beyond the community. They are outward facing, keen to make partnerships and develop new skills which will benefit pupils across the borough. New ideas and innovative strategies are rooted in data and solid evidence such as the Sutton Trust or Therapeutic research. They ask the right questions, challenge for a wider dialogue with others and are passionate about breaking the myths about what they do; which is to combine the very best academic and social interventions to allow pupils to thrive and succeed in the future. Comments made by pupils include *"This school is my inspiration, they saved me and saved my education"*, *"Teachers manage to make you feel better if you're upset or worried about anything"*, *"You can trust this staff, they believe in you"* *"They help you make friends and inspire you to want to be something."*

It was a pleasure to meet and talk to the pupils, who are polite, engaging and eager to recount their successes since joining the school; presenting as well-rounded individuals who have re-engaged with learning and are committed to doing their best; for their school, their families and for themselves. They are valued here for their uniqueness and character and are supported to see this school as a place for a fresh start, where every day offers new opportunities and new beginnings. Staff take the time to learn about their individual needs, carrying out detailed assessments which allow for gaps to be closed. The extensive and careful assessments undertaken on entry are then matched to innovative curriculum and learning opportunities so that pupils can thrive. For example, one pupil recalled how he entered the school with a poor reputation and has

learned to trust the staff. *“They saw a talent in me in art and construction and found me a work placement where I could use this. They never give up on you. I would never have seen myself in work before but now I want to take as many GCSEs as possible.”*

Pupils understand why they are here and have clear targets to help them improve as quickly as possible, both academically and socially. Classes are small, the help given is differentiated and bespoke to the individual’s needs. They quickly develop independence and the solid relationships help them to grow in confidence and self-esteem.

Pupils appreciate the patience and respect they are shown and know that here, their voice matters. In return, they work hard and have embraced the challenges to strive for more, being ambitious and taking pride in their achievements. They buy into the BRAG behaviour system because it builds resilience, is consistently applied across the school and allows pupils to measure for themselves the positive changes they are capable of making.

Older pupils were able to articulate their experiences with clarity and maturity, describing how staff took time to find their talent and helped them to believe in themselves. Trusted adults teach them coping strategies and life skills which prepare them for the world. *“They saw something in me and I have changed as a person. They showed me that I can enjoy school. I have high hopes for my GCSEs now.”*

The Inclusion Quality Mark Coordinator, Sophie Johnston, produced an accurate evaluation of the school’s position. This was further supported by highly detailed documentation and effective data.

The evidence presented to me during my visit to the school and information contained within the Self Evaluation Report clearly demonstrates the wide and varied range of inclusive practice in place within the school and the on-going commitment to future improvement. Suggestions for future development outlined in this report have been identified accurately through the school’s own self-evaluation.

I am of the opinion that the Bishopton Centre fully meets the standards required by the Inclusion Quality Mark. I recommend that the school be awarded the Mark and be reassessed in 3 years’ time.

I also recommend that the school applies for Centre of Excellence status which I would fully endorse, subject to 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: Lesley Colthart

Findings confirmed by Inclusion Quality Mark (UK) Ltd:



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

Element 1 - The Inclusion Values and Practice of the School

Strengths:-

- Much of the school's success lies in the development of an Inclusion Team which understands the diversity of its intake and has their social, emotional, personal and learning needs at its heart. The team works seamlessly to provide a culture of collaboration, cooperation and communication. Roles and responsibilities are clearly defined, a comprehensive staff handbook supports induction to help all understand fully the school's vision, processes and policies. Each post holder brings their professional expertise with a view to offering the right provision. Well targeted CPD helps maintain this offer.
- Very detailed admissions processes ensure information is gathered from the home and school. Robust induction meetings take place with parents/carers and any other agencies who are working with the pupils. Learners complete baseline assessments on admission which provides the most current data on attainment in the core subjects. Pupils contribute to their own detailed action planning which results in the development of highly personalised pathways for every pupil. The pupils are allocated Tutor Groups and from here the strong relationships flourish, extending out to the family through home visits and regular phone calls. Parents value this holistic approach.
- Policies are developed in collaboration with staff, pupils, parents/carers and the Management Committee, and they are reviewed regularly and made explicit on the school website. All staff are also allocated a Staff Handbook which they must read in conjunction with school policies. This ensures staff are fully aware of the clear systems, procedures, processes and high expectations and are able to promote these at all times and in all places.
- **CASTLE** (Creativity, Aspiration, Self-Belief, Tolerance, Love, Enjoyment) represents the school's vision and values made explicit and is displayed for all stakeholders to see and reflect upon. Everything a pupil needs to thrive and to be empowered to lead a fulfilling, successful life can be found within these simple words.
- The appointment of the Headteacher has raised the aspirations of everyone. Inclusion is lived and breathed here. There is no dichotomy between supporting a pupil emotionally and challenging for academic success. As a result, this more focused inclusion agenda has seen more pupils make rapid progress.
- Safeguarding is highly effective. The website provides clear information for parents and the work of the experienced safeguarding team ensures the highest priority is given to keeping pupils safe. Pupils are confident about who to ask for help, where to go and how they can help themselves. Bullying is rare, pupils trust the staff to deal with any incidents swiftly. They were eager to tell me how much better school is for them now and how they have learned to be tolerant and caring themselves.
"Everyone in the class is my friend now..."



- The school is relentless in celebrating pupils' success and sharing these with parents. Staff are excellent role models and never miss an opportunity to feedback positive behaviour and small step successes. Parents are contacted every week with good news messages and pupils understand that good behaviour earns points and prizes through the BRAG system. The relationship matrices give staff extra information, so they can work together to remove barriers for pupils swiftly and re-engage them appropriately.
- Redhill, which welcomes pupils who are anxious or have emotional difficulties or medical concerns, provides a solid base of positive care. The highly supportive staff work in close collaboration with a range of specialist partners to develop a holistic package of education and therapeutic interventions. Staff work hard to create an environment which is supportive, calm and harmonious. The menu of interventions has been carefully designed to address the emotional needs of pupils through nurture, resilience building and coping strategies. These include Play Therapy, Attachment and Trauma Therapy and Pet Therapy, a particular favourite with pupils. A Redhill pupil spoke favourably of her experiences here, *"They gave me a quiet room, showed me small steps and have really helped me learn how to cope. I'm not so worried now."*
- "At this school we love, value and respect the uniqueness of all of our pupils. We continually strive to fill their lives with awe and wonder and inspire them to transform their lives and achieve success. Our work places their best interests and rights at the heart of everything we do without discrimination, so that they will live, flourish and fly. Our pupils are our future and we want that future to be extraordinary."

Areas for development:-

- Continue to restructure staff team to give greater clarity of roles particularly within the SLT to bring expertise to targeted areas such as Mental Health and Wellbeing lead; Parent Support Advisor; Outreach Lead.
- Through the comprehensive Menu of Services on offer from Bishopton, secure further partnerships to target preventative outreach work, supporting mainstream schools to manage inclusion within their own schools and reduce the number of exclusions locally.

Element 2 - The Learning Environment, Resources and ICT

Strengths:-

- There is a clear Learning Environment and Display policy in place and staff and pupils take pride in the environment. All staff know the expectations and regular learning walks take place which feed into planning and the SIP. The Headteacher has ambitious future plans for the building and her enthusiasm shone through when speaking about proposals for a Science lab to give students the best opportunities at practical work and towards exam level. The school makes good use of its space. For example, Redhill provides a light, spacious and quiet environment which is immediately calming for anxious pupils. Differentiated resources such as coloured overlays are made available for those who need these.
- Classrooms have been designed not to overwhelm pupils and to ensure group dynamics work well in the space. Each classroom has an interactive whiteboard and access to iPads. They are welcoming and airy and equipped with prompts for learning to develop independence and promote basic skills. For example, the cookery room is bright, attractive and well resourced; pupils were thoroughly enjoying their lesson within.
- The school has recently created a therapeutic room to allow for effective interventions to take place in an underused area. There is also an intervention room for academic interventions as every pupil will access one to one support at some time. Attention is given towards safe entry and exit points and the resources selected which are chosen to attract and engage. A recent addition to the Pet Therapy offer has been the introduction of a non-threatening therapy dog which provides a comforting presence to young people in need.
- The last Ofsted inspection in June 2017, confirmed the school as *Good*. Since then, the newly appointed Headteacher has implemented Accelerated Reader to support reading standards across school and improve pupil engagement with high quality texts.
- The school makes excellent use of the local sports hall which gives further opportunities for pupils to demonstrate their skills and talents and to gain the confidence to take up sport in the community. A recently developed outdoor gym invites pupils and staff alike to let off steam and improve health and well-being.
- Displays demonstrate that pupils share an understanding of other cultures and faiths and demonstrates a commitment to promoting SMSC, PSHE and British Values. CASTLE posters are displayed around school and are ideal pointers towards behaviour improvement.
- The purpose-built ICT classroom is used to engage learners and enhance the curriculum. ICT such as cameras and iPads capture learning and encourage learners to reflect on their progress, for example evidence was seen which showed the use of photos and videos of pupils engaging in PE lessons, then self-assessing and using feedback given to improve.



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- In KS2 a mobile application ClassDojo is used to keep parents informed at regular intervals throughout the day of what their child is learning, how they are behaving, what their targets are next and what suggestions parents can make.
- Staff use Walkie Talkies to facilitate swift and effective communication and to support safeguarding and behaviour strategies.
- CPOMs is used highly effectively as a tool to support safeguarding. The SLT conducts detailed and regular audits of CPOMS as well as daily monitoring of CPOMS by the Headteacher and Safeguarding Team.
- The free breakfast club is popular and allows pupils to start the day calmly and promptly with adults and friends. This is also a place where rewards are earned through BRAG points awarded.

Areas for development:-

- Implement plans to improve the buildings and infrastructure to cope with the increased pressures of local school exclusions and to create purpose-built areas for more therapeutic outreach and vocational interventions.

Element 3 - Learner Attitudes, Values and Personal Development

Strengths:-

- Classes are calm and pupils' behaviour towards each other and staff is good. Throughout the assessment, pupils presented as polite and cooperative and maintained good concentration to remain keenly engaged in challenging learning experiences.
- The relationships which exist between staff and pupils are exemplary and are a strength of the school. Expectations are always high; the curriculum is well planned to make links to opportunities for developing pupils' attitudes through SEAL or PSHEE topics. Pupils appreciate this and uphold standards because of the family ethos as evidenced through comments and pupil feedback questionnaires.
- The deployment of the tutor curriculum and therapeutic one to one session keeps pupils engaged and has a positive impact on personal development, coping strategies and resilience. A pupil commented on how she found relationships difficult before she came to Bishopton *"I've calmed down a lot. They made me realise that not everyone is my enemy and we can actually have fun together at the same time as learning."*
- Bishopton is a Rights Respecting School and has the Award at Stage 1 – this quality mark reflects that pupils demonstrate a shared ethos of respect within their understanding of Inclusion. All classrooms display a Rights Respecting Class charter which promotes respect and an inclusive ethos.
- Staff are well deployed and will move flexibly to meet individual needs and to help pupils feel valued and safe. No one feels there is any stigma attached to having interventions or one to one. *"Everyone needs something, whatever that might be and so they're all getting something somewhere."*
- Displays reflect positive attitudes, are of high standard and demonstrate extended work. *"It is so much better here for me. I have my own desk and I do so much more work now that I can concentrate."*
- The Bishopton BRAG points and rewards' system is designed with clarity in mind and is understood by all. Pupils show great pride if they have had a Blue week, or if they have banked money. Good news is communicated to each family in a Friday phone call which gives parents something to celebrate. If the news is less positive a meeting is held immediately, familiar strategies are shared to address this, which both parent and child appreciate. Parents like to hear good news from the school as this was often rare in previous provision. *"It's great to start your weekend together on a good note."*
- CASTLE values articulate the true meaning of love and tolerance throughout the whole school community. The school makes no excuses for using these emotive words as it lives and breathes them on a daily basis and pupils have bought into these values.



- Bullying and harassment is dealt with robustly through a system called Tootoot. All pupils receive personal login credentials and can use this tool to report any concerns they may have. A key member of staff monitors this and uses a restorative approach to ensure all reported cases are dealt with swiftly in line with school policy. The school takes part in the annual 'anti-bullying week' and bullying is also covered through the PSHEE curriculum. Pupils spoken to unequivocally stated that they felt safe here.
- Bishopton has a celebratory culture and strives to make sure that its pupils feel part of the local, national and global community and helps them understand the world around them. They teach pupils about life in Britain, British values and SMSC and hold regular creative days to share and learn about topical issues and to make positive contributions, for example Macmillan Coffee Morning; Sports Relief Day, Race for Life etc. There have also been workshop sessions on bullying, knife crime, healthy relationships etc., from an external organisation 'Be Safe'. The school engages professionals for impact. For example, a theatre company performed 'Chelsea's Choice' to work with pupils about sexual exploitation. These challenge pupils' thinking and help them to make safe choices and promote the mature attitudes evidenced.
- Key Stage three pupils take part in Outdoor Education once a week. Experiences include kayaking, bush craft, rock climbing etc. This allows them to develop their confidence, self-esteem, team building and communication skills.
- Extracurricular activities are carefully planned to improve on pupils' spiritual, moral, social and cultural development and are well evidenced.
- The school holds the Careers Quality Mark and aims to make pupils look outward and hold aspirational future goals. Year 11 pupils have the opportunity to meet with Youth Directions on a weekly basis to discuss post 16 plans, and all pupils have the opportunity to develop skills in vocational areas as they reach Y10, or sooner where possible. The school has a clear strategic vision for careers and post 16 education moving forward.
- Records are meticulously kept showing pastoral interventions and learner progress.

Areas for development:-

- Being mindful of financial constraints, Bishopton is looking towards providing its own Outdoor Education service in the next academic year. Plans will be put in place to monitor and evaluate this provision at regular points throughout the coming academic year and will consult with pupils for feedback.

Element 4 - Learner Progress and Impact on Learning

Strengths:-

- The relentless drive to ensure every child who arrives at the school makes progress – academically, socially and emotionally - underpins every decision made. The school takes pupils from across the educational spectrum then practices the art of seeing the invisible. They strive to close gaps and prepare pupils to move successfully to the next stage of their education and compete with their peers in the marketplace.
- The admissions process is rigorous. Prior attainment and detailed backgrounds on pupils are drawn out from all referral partners via the Pupil Information Passport and induction process. Needs are discussed during both Pupil Inclusion Panels and One Point Panels. Assessments carried out during the admissions process serve to identify baseline data which then informs future planning and target setting.
- Tracking systems are thorough (6-week data collections), involves all teaching staff and provides the progress data and written feedback in each subject of the curriculum. Parents are invited in for consultation at least once a term and more frequently if necessary. A dedicated member of staff tracks data then works alongside an Educational consultant to be able to gain the most accurate picture of pupil progress. Pupils who are falling significantly outside of the range of expected academic achievement in line with predicted performance indicators and grade boundaries are monitored by class teachers and department leaders. This data is used continuously to ensure that the right interventions are put in place.
- Parents are kept fully informed of every stage of their child's development and the circumstances under which they are being monitored. They are encouraged to share information and knowledge with the school. Parent report days are held on a termly basis, and data is shared. Parents are appreciative of the effort and attention given *"My son had switched off from learning and wasn't completing work, but here they have helped him to engage and he has now exceeded his grade. That is phenomenal."*
- Pupils follow the high expectations of the new national curriculum and it is creatively and imaginatively planned to engage the disaffected. Parents are appreciative of the effort shown, *"They are totally dedicated and will make the effort to help children catch up."*
- Several members of staff are exam markers so that they are equipped to help pupils meet the expectations of national qualifications.
- There is a clear marking and feedback policy which is understood and implemented. Learners are guided to reflect on their work and talk about how to make next step progress. Books show that children across the school respond positively to marking and feedback.
- The skilled SENCO offers support and advice, observing identified pupils in class and suggesting differentiation, preferred teaching style and/or interventions.



- Redhill provides a home/hospital service for pupils with medical needs which prevent them from accessing mainstream school. Staff work in pupils' homes, creating appropriate education pathways to meet their needs. Carefully planned exit strategies support transition and re-integration. Staff are caring and committed to achieving the best outcomes for these pupils.
- Transition is given high priority as pupils move on to their next stage of education. Review meetings are held and key information about the pupil and their progress is shared to ensure a smooth transition. Re-integration programmes also involve key workers supporting pupils in their next school once they have left Bishopton. This aims to share good practice and ensures that the pupil is given a fresh start. This support for mainstream was described as "*A model for all.*"
- Pupil Premium funding is used innovatively and results in greater progress and higher standards for targeted pupils.

Areas for development:-

- A newly appointed AHT will be leading on Outcomes and Assessment, to allow for more targeted support and CPD linked to this area.
- The school wishes to develop a tracking system to monitor progress in non-academic areas (PASS).

Element 5 - Learning and Teaching (Monitoring)

Strengths:-

- At Bishopton the SLT produce a detailed termly Teaching, Learning and Assessment SEF calendar. This sets the scene for half termly scrutiny of planning and work, learning walks and data meetings. Termly lesson observations and performance management meetings also take place. Staff know the expectations and how the work will be monitored. Peer observations take place throughout the year, both internally and externally. Staff spoken to felt supported by the ethos of improvement behind these knowing there would be CPD and mentoring to drive the school towards outstanding.
- Teaching and learning is well led and explicit from policy through to practice. Staff contribute to school development and support in identifying areas for the SDP, by writing their own Subject Action Plans and taking part in regular review meetings. This helps everyone to pull together as a team for the benefit of the pupils with the aim of providing the very best teaching and learning experiences.
- Planning templates, which were designed collaboratively with staff, identify non-negotiables and key features of each lesson. Clear and targeted planning means that there is consistency of expectations and that all lessons should cater for school expectations e.g. Awe and wonder and “hooks” to engage learning. This makes an impact on outcomes, progress and behaviour. Most recent monitoring demonstrates a positive position of 87% good or better teaching.
- It was clear from the Learning Walks that staff and pupils are familiar with SLT visiting classrooms. The team ethos means that this is seen as supportive. Staff work collaboratively to use both summative and formative assessment, ensuring that they accurately assess pupil progress and plan next steps in their learning.
- A teaching assistant is assigned to each tutor group and this ensures there is a strong relationship with this key worker and that there is consistency of expectations. It also allows the TA to have a big picture of the needs of the pupils in their group across all areas of school.

Areas for development:-

- The school has shown an interest in developing “Big Picture” overviews so that pupils can articulate what they are learning and the context in which their learning takes place to support Pupil Voice.

Element 6 - Parents, Carers and Guardians

Strengths:-

- Parents were extremely supportive of the partnerships offered by the school. Their children have been welcomed, barriers and all, and have developed trusting relationships with staff which are allowing them to succeed in a school environment. Parents feel that this is the same for them too, describing staff as *"Totally dedicated"*, *"Amazing, they just roll with it until they find the right solution"* and *"Beyond patient"*.
- From the evidence gathered, Bishopton can call itself a Listening School. Feedback is gathered from pupils and parents/carers regularly and it is used to shape operational and strategic thinking. An analysis of pupils' feedback obtained last term demonstrated that overall pupils are happy coming to Bishopton and feel safe, listened to and valued. Parents agree strongly with this. *"Her grades have gone up because she's happy and they have time to find the right approach."* *"It's such a change to hear all the positives about your child. The personal interest they take and the attention to detail creates an environment where they can thrive."*
- Throughout the academic year a series of events take place where parents are invited in to discuss anything they wish to with regards to their children or the running of the school. These comprise of a blend of informal events i.e. coffee mornings for charity etc. to more formal parent consultations to discuss their child's progress, attendance, attitude and behaviour. One parent said that these events were welcomed because, *"It's nice to talk to people who understand and make me feel normal."*
- The senior leaders have an open-door policy and warmly welcome phone calls from parents. All interactions can be evidenced through CPOMS. The school sends regular letters out to parents, keeps the website and social media up to date and produces publicity e.g. the school Brochure for parents.
- The Home tuition leads make vital links with parents in the home setting where parents/carers perhaps feel more relaxed and willing to talk openly and honestly.
- For those parents/carers who struggle to attend meetings, staff conduct home visits. These allow staff to break down barriers and support parents/carers in feeling more comfortable discussing their child and any issues. The use of home visits also allows staff to truly get a feel for what the child's life is like and what they are experiencing on a daily basis. Staff will also go and pick up parents/carers and bring them to school for meetings if they are struggling with transport/transport costs.

Areas for development:-

- The school intends to develop a role within the re-structure that coordinates parent/carer involvement. This is to include training for parents as well as further informal events to encourage regular parental engagement and relationship building.
- The school wishes to implement SchoolZine, an online communication tool to send parent newsletters and letters out electronically and to capture valuable feedback.



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

Strengths:-

- Bishopton has a strong Management Committee, with the team being formed of a range of experienced leaders from other schools. The members of the Management Committee the IQM assessor spoke with are highly experienced and very well informed. This is in part due to the extremely detailed reports that the Headteacher produces and also to the commitment by the MC to strong partnership work on a weekly basis.
- Members have high praise for the professionalism of the school and the distance travelled on its journey most recently. They are wholeheartedly behind the Head as she and her team explore every avenue in pursuit of excellence and fully embrace the drive towards Inclusion.
- They support the Headteacher's drive to increase the academic provision, noting the rise in pupils' expectations and the improved reputation of The Bishopton Centre within the wider community.
- Excellent communication takes place between the senior leaders and the Management Committee and they are fully aware and supportive of all strategic objectives, vision, values and ethos. The Management Committee is effective in its work. They are ambitious and well informed about the strengths and areas for improvement in the school. They visit regularly to evaluate the quality of the information they receive and are accurate in their evaluation of the school's performance. For example, they monitor attendance regularly and have addressed staffing issues so that this can be well supported.
- The Management Committee receives regular reports on the analysis undertaken on all Safeguarding logs made on CPOMS with actions identified along with timescales.
- They challenge the LA for a wider dialogue to move forward with support for facilities and resources. For example, to address the marked increase in the number of exclusions and to reinstate the home/school taxi service.
- The Management Committee has a clear strategy for the effective use of the Pupil Premium and other additional funding that appropriately meets the needs of the pupils.
- Robust relationships with the external partners including the Local Authority contribute to the school's inclusion strategy and policy and provide specialist support in a range of individual areas including CEIAG, CPD and School Improvement.

Areas for Development:-

- There are no areas for development.



Element 8 - The School in the Community - How this Supports Inclusion

Strengths:-

- The school makes excellent use of the local community of Stockton-on-Tees, providing many experiences for pupils to support their spiritual, moral, physical, social and cultural development.
- The school is proactive in offering school to school support through its wide and varied menu of services and its many skilled staff are keen to help promote best practice within inclusion for the benefit of teachers and staff across the borough. The creation of SLE roles within school are supportive of taking this forward.
- A rigorous approach to the planning, monitoring and evaluation of educational visits ensures teaching staff follow specific protocols to ensure that they can strengthen their subject areas with the aim of improving outcomes. A Redhill pupil recalled with pride how he was taken to Wembley to watch England play *“It was educational, but it was fun too. They really helped me cope. I was part of a crowd and I loved it.”*
- The school has established strong relationships with Marsh House Sports and Community Centre which is in close proximity to the school. These facilities have mitigated the problem of lack of space within Bishopton and Redhill and have given the school access to a sports hall for community events, sporting activities, Networking Events e.g. Careers Fairs, Stakeholder Networking Opportunities and a suitable venue for holding CPD events.
- The school has given priority to the development of partnerships by ensuring it is led and managed by a strong and effective senior leader, whose role is to seek out new effective links, strengthen existing partnerships, enrich opportunities for pupils and quality assure these for safe practice, effectiveness and value for money.
- Bishopton and Redhill work in close collaboration with a wide range of partner services, for example CAMHS, EP, Medical Clinicians and Consultants, Early Help and Social Care. They make links with mental health providers to deliver bespoke programmes for example, Be More Archie and also to access CPD for staff.
- Bishopton recognises that not all pupils thrive on a solely academic diet. To meet their needs, excellent partnerships exist which allow pupils to access quality off-site vocational education and/or work experience with local providers of Alternative Education. Pupils can access qualifications such as BTEC in Construction, Hair and Beauty, Motor Mechanics etc; all of which are quality assured for effectiveness and safety.
- The school works closely with Youth Direction who offer students advice and guidance on a range of post 16 options to include careers advice and information about future labour markets.
- The Headteacher sits on the Secondary Heads Partnership Group (SHPG). This is a coming together of all Secondary Heads in Stockton Borough and senior level Local



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Authority members and is a vital network for sharing inclusive practices, shared values and key information on school development.

- There are regular subject network meetings held locally for all teaching staff from mainstream, specialist and PRU institutions to standardise teaching strategies, share best practice, maximise use of resources and seek opportunities to promote pupils' inclusivity, engagement and attainment.
- Bishopton hosts termly coffee mornings with a key theme usually around community cohesion. Key stakeholders attend to maintain networks and provide current information and guidance.

Areas for development:-

- The school has already developed comprehensive plans to create SLEs and deliver CPD matched to resources as part of their outward facing Service Level Offer.



Sources of data:-

This was the school's first assessment which was conducted over one day. During the visit the assessor met with:-

- Head Teacher and Deputy Headteacher.
- IQM Lead.
- Members of Management Committee.
- SENDCO and Mental Health Lead.
- Lead for Behaviour Support, Safeguarding and Home Tuition.
- LA Stakeholders (mainstream).
- Parent/Carers representatives.
- Teaching Assistants.
- Teachers.
- Pupils from Redhill and Bishopton.
- I also toured the school and its grounds, visiting Bishopton and Redhill sites to observe lessons in action, viewing resources, displays and provision, both academic and therapeutic.