



Report on IQM Inclusive School Award



School Name: Sunnyside Primary Academy

School Address: Reynards Way
Northampton, Northamptonshire
NN2 8QS

Head/Principal: Karen Rolf

IQM Lead: Laura Atkinson

Assessment Date (s): 23rd November 2021

Assessor: Ian Lowe

Sources of Evidence:

Evidence for the review was gathered from interviews with the Principal, Deputy Principal, IQM Lead SENCO, Senior Education Advisor, Attendance Officer and Family Worker, staff, children, and parents. An evaluation of the progress and impact of IQM Action Plans and documentary scrutiny informed the review. The school has a thorough Action Plan for the coming year and has accounted for all the actions undertaken evidenced in their IQM self-evaluation.



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Overall Evaluation

Sunnyside Primary Academy is part of the Greenwood Dale Foundation Academy Trust. It is in the Kingsthorpe area of Northampton. Sunnyside Primary Academy is a 'Good' school. It has 319 pupils on roll; however, it is a growing school. It was a single form entry and has grown so that most year groups are now two forms. It is increasingly drawing children from a wide range of socio-economic and multicultural backgrounds. The proportion of pupils on the SEN register is slightly lower than average and the main area of need is Communication and Interaction. The proportion of pupils for whom the school receives the pupil premium is slightly above the national average.

Sunnyside has a warm, welcoming, and inclusive school and where they genuinely put the child at the centre of all they do. Parents confirm their unequivocal support of the school by stating, 'This school has really improved recently, and the Leadership is improving everything it does to support the children and families.' The ethics and ethos of the school are truly supported by the staff. This is the foundation that ensures that children get the absolute best. This now permeates through everything they do as a school. There is a real purpose and drive across the school where all stakeholders strive to be inclusive and are willing to go the extra mile for the children. School staff believe wholeheartedly in the Leadership Team and stated that there are strong relationships with staff having clear roles and responsibilities in how to improve life chances for the children in their care. 'We work together to support the children and together we shine.' The staff inspire each other and to ensure that pupils can thrive, understand individual need, and begin to make excellent progress. Greenwood Academies Trust Academies aims state:

- Young people are able to succeed in life.
- Leadership and management drive successful pupil and organisational outcomes.
- GATA is a successful trust, guided by principled governance.

These aims are the driving force behind all aspects of the school and reinforce the schools aims of Perseverance, Achievement, Responsibility and Aspiration - all drawn together with the phrase 'Together We Shine.' Through the continually developing high quality curriculum offer that aims to meet individual need, the children and young people have the best possible foundation to be successful in their future lives, jobs, and relationships. The 'Together We shine' values are explicit across the school, with staff actively working together, sharing, and learning strategies to support the children in their care. The school is passionate about inclusive education. The devoted and enthusiastic SENCO, who is hugely respected amongst staff and parents for her leadership, training, and passion, is now supporting SEND development across the Trust.

Staff and parents were keen to express how well she has lead inclusion and how this had improved the quality of provision and the consistency across the Academy. This is backed up by the Trust Leadership who talked openly regarding the great work that is being shared effectively with other academies. 'There is a culture of SEND, collaboration and this is strategic.'



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The school always comes back to the Why? This process now is focusing on the school community in delivering high quality teaching and provision that enables children to excel, particularly if they have specific needs or are vulnerable. This is exemplified by a child who had ADHD. He has had personalised provision and support. Over time this has empowered him to be full time in mainstream without any extra provision other than high quality Wave 1 teaching. This real impact on the child and that of his family is real, with the parent now being able to go out to work. This action statistically improves life chances. The SENCO Team under the excellent leadership of the Principal with support from the Trust is exceptional and aid leaders and staff to genuinely focus on what matters - the children.

Sunnyside Academy is a school where consistently high expectations of pupils have transferred into good outcomes for all. You are greeted by the SENCO who is passionate about the school and children. This sets the tone for the day and this care underpins the school. It is a very welcoming and supportive, with a palpable determination to provide the absolute best education for every child both academically and holistically. Children are firmly at the centre of everything, for all members of the school. There is a determined focus on creating a culture of inclusion, which breeds success and a positive climate for learning. The focus is now being transferred to parents and the community to help develop the culture of achievement. There are clear plans in how this is going to be achieved.

Sunnyside is explicit in all that it does and articulates its aims and objects clearly. The Academy believes that the quality of education a child receives empowers their future choices and life chances and they pride themselves on understanding the needs of children and putting in training to support staff in their learning. The Trust Lead and Principal have an unwavering commitment to attaining the highest standards and ambition to provide a high-quality educational experience for every child. This is backed up and evidenced by the high quality of teaching seen particularly but not exclusively in Reception and Year 1, where the love and enjoyment of learning from the children was evident. There is a solid belief in everything the staff do because of the quality of training provided and the support given in monitoring and listening to both children and staff in how to improve the learning experience.

Systems and practices have been put in place to support the most vulnerable children so that they have a sense of belonging, and they are learning the skills and attributes to take ownership for their own personal development. This may be behavioural, where children are able to self-direct and self-regulate by having discrete equipment that calms them down. For example, use of squidgy equipment used by some children. The children understand and use the zones of regulation which is consistent across the Academy. Also, it was a joy to see self-directed children using the sensory wall then continue their learning. The Academy places high importance in the mental health of both staff and children which is intrinsic to how they work within the Academy and not seen as an 'add on.'

Leaders have worked hard at creating consistency in practice and provision across the school. Staff have an ambitious vision for providing high-quality education to all pupils, giving them experiences and supporting them to learn in a psychologically safe space.



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The Leadership is consistently open, transparent, and extremely visible. The Leadership has quickly built a culture and climate where the team learns and develops together and support each other. This is the golden thread that already runs deep in the school DNA. Parents strongly agreed that the Academy is now well led and managed.

The SENCO is highly effective, inspirational, and highly valued throughout the whole school community. The communication and relationships that the SENCO has developed with all stakeholders is a key element in why children in her care are able to make progress and achieve. Her contribution to the support and well-being of children's families has a direct impact in supporting parents and for them to tangibly see their children attain. She has developed relationships that have enable parents to challenge themselves in believing what their child can do and with the innovative ways in which SEND children are integrated into mainstream provision and feel valued. Supporting these children with learning difficulties to develop skills that will support them in life, including their transition through education. This is evidence throughout the school but especially with the breakout groups.

All Leaders ensure that all children our successful are highly visible and accessible. Through their interactions with children and staff, they communicate and model high expectations of behaviour. Difference is accepted by all children and when challenges occur staff explicitly support children in their understanding of need and adaption to meet need. This is seen with children having resources available for them on their desks and with them able to access resources in the environment.

The Leaders of the school have a recognised the importance of transitions within school and actively praise children at every opportunity. There is a deep culture of continual self-reflection, development, and improvement by understanding that behaviour is a manifestation of un met need. The school works tirelessly in working to meet this need by having a range of outside agencies support in the training and development of staff. This includes, social services, educational psychologist, SALT, mentoring support and play therapy to name just a few.

The SENCO has worked with the Trust to develop a SEND group which supports staff in making reasonable adjustments to their classroom practice to meet need and to share best practice. There are also plans in place where they will look at SEND criteria across the Trust to ensure consistency of delivery and planning. This will ensure that the monitoring and the impact of any interventions put in place support children are not making the expected progress across all Trust schools and raise standards.

Planning and provision are continuously monitored, adapted, and changed to meet the needs of the children. Ongoing assessments scaffold children's learning pathways and are reactive to individual needs. There is a secure culture where staff are not afraid to change the direction of learning and reshape their lessons to ensure that every child has the opportunity to be successful. This was seen again throughout the school. The PSHE curriculum underpins the holistic development of children and there are plans to further develop the outdoor curriculum and provision to engage with all learners.

Leaders carry out regular learning walks to ensure high expectations and promote inclusive learning for all. Staff praise the open-door policy which allows SLT to provide



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instant feedback, so staff can act rapidly to improve learner engagement and achievements. There is a culture of continuous professional development and coaching. Leaders provide day-to-day support for developing teachers' subject, pedagogical content knowledge to enhance the teaching of the curriculum. There is well-planned and structured programme of continuous professional development is focussed and valued by staff. Staff are given opportunities to reflect on their practice and develop a shared understanding of effective teaching and learning. This includes LSA having quality time for their professional development and share good practice. This again is ably supported by the SENCO. As a result, staff feel deeply involved in their own professional development, creating a climate of challenge, support, and highly effective and innovative teaching.

It is clear leadership qualities from the Principal and SENCO, driven and backed up by the Trust that have played a major role in creating such a reflective and continually developing school. Thank you for a most informative, inspiring, and well organised visit. I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded IQM's Inclusive School Award and be reassessed in 3 years' time.

Assessor: Ian Lowe

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values and Practice of the School

Strengths:

- Inclusion is central to the ethos of Sunnyside Academy School.
- There is a focus on transition throughout the school and systems are in place to make each child and family feel part of the Academy community. Including encouraging parents to be involved in the Friends of Sunnyside and the expansion and transparency of the Academy Council.
- The praise of the children's behaviour and children's attitudes before academic value is embedded in the school. For example, staff are trained carefully in their use of affirmative language to recognise achievement avoiding negatively labelling children. One teacher expressed 'You have shown great perseverance.'
- Pupil voice is regularly canvassed and is used to review provision. Also, staff opinion and attitudes are closely monitored, and concerns addressed through specific training. This builds a sense of belonging and ownership empowering staff to have an impact on the quality of teaching and support provided.
- The Academy rightly has a high focus on high quality Wave-1 teacher support to ensure SEND pupils are accessing whole class teaching alongside their peers, but also to ensure that the class teacher has ultimate ownership over the pupil's holistic journey and outcomes. In lessons observed the teachers and TAs all know the children well and can articulate the provision made for SEND children.
- The school has a culture of safeguarding with systems in place.
- Zones of regulation, associated techniques and language is explicitly modelled by all staff and the displays are consistent in all classrooms.
- Values are lived throughout the school by all staff. This is modelled by the Principal and SENCO constantly and all stakeholders are beginning to be able to articulate and model behaviour as a result. The staff are secure in their understanding of what is expected and are a very tight and proud team.

Next Steps:

Establish the values of the school with the wider community. To strengthen relationships with parents to support outcomes for children, resulting in being the school of choice for understanding holistic needs of children that achieve high standards.



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Element 2 - The Learning Environment, Resources, and ICT

- The Leaders are focussed on and dedicated to continuous improvement. They drive an ambitious but achievable vision for providing high-quality inclusive education to all children.
- Leaders are committed to ensuring an inclusive culture within the school.
- The school environment has been careful thought through and planned, as a result there is consistency across the school. The classroom environment is used as an interactive resource that supports teaching, learning and assessment. It is extremely well-organised, simple but stimulating and effective. It has a direct impact on the quality of teaching and learning and enables the children to develop their independence skills. For example, the visual time tables, desk top resources, zones of regulation and safe spaces.
- There is an extensive range of resources seen to support children's learning from a range of sensory kits used to help children self-regulate, now and next boards and break out spaces used for some children to catch up where required.
- A culture of continuous professional development and coaching permeates through the life of the Academy. Staff indicated that Leaders ensure that a focussed, well-planned and structured programme of continuous professional development is available. This has an immediate and direct impact on the improvement of teaching and use of assessment. An example of this includes an inspirational TA who leads on SALT provision.
- SENCO and Learning Manager provide high quality support to families, children and staff and have a direct impact on the culture and standards in the school.
- Collaborative working is a strength across the Trust and the Academy. The SENCO has a range of external agencies, including the Trust SENCO group in which she is in regular contact with for support and advice. The team implement innovation rapidly into classroom. Staff follow strategies and information detailed in EHCPs and this is regularly monitored. As a result, it has a positive impact of pupil's progress.

Next Steps:

Support subjects leads with regard to having a deep understanding of how SEND and the curriculum meets needs for all children.



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Element 3 - Learner Attitudes, Values and Personal Development

- Sunnyside Academy has an ambitious and well-designed curriculum. It at least matches, and often goes beyond, that set out in the national curriculum, which was demonstrated in books and in speaking to the children.
- The Trust, SLT and staff have high expectations of children. They expect a positive attitude to learning. They expect all children to be motivated, determined, and proactive in their learning and the school actively encourage this through their behaviour policy.
- Children are active and keen learners. They appreciate the teachers and are beginning to be able to articulate their learning journey.
- At Sunnyside they support and nurture children's values. These values are being embedded with the children. The curriculum is underpinned by the motto 'Together we Shine.' This was witnessed in the children and staff across the school.
- The Academy has 'Worry boxes.' The children are very aware of the support that this can give them, and they state that at times these issues are addressed within class.
- Children state that they are always available to support other pupils who may be lonely in the playground. They are aware and children use the friendship bench.

Next Steps:

To ensure there is a progressive and accessible curriculum to meet the complex needs of individual children.



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Element 4 - Learner Progress and the Impact on Learning

- The progress and attainment of SEND pupils are strong throughout the school. The tracking of this is rigorous and robust.
- Children are enthused and excited by the broad and balanced curriculum with children particularly enjoying maths.
- Children are confident and active learners. They enjoy lessons, but they need to learn to articulate their learning journey with greater depth and understanding to empower ownership for their own development.
- Teachers and support staff rota to support learners. I witnessed the teacher and LSAs working with groups to address a misconception. The roles are interchangeable dependant on the lesson, activity or pupil need.
- Children use a variety of resources such as coloured overlays, pencil grippers, easy grip rulers and scissors, lean board, beige page books to support areas of need.
- Staff are aware of individual children's needs and have access to resources like provision maps and one-page profile for pupils with additional needs. This supports in the individual making progress academically and developing independence skills with all staff singing of the same song sheet.

Next Steps:

For children to support, collaborate and have increased responsibility to learn from each other to further develop empathy respect for each other and build a greater sense of school community.



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Element 5 - Learning and Teaching (monitoring)

- Leaders and staff use assessment extremely effectively. Assessment of children's progress is regular and accurate. Teachers regularly moderate assessment both within the Academy and with peers within the Trust. Good practice is reviewed, and shared.
- Sunnyside ensures quality time is available to create space for teachers to carry out assessment tasks in a way that is meaningful, effective and does not create a burden. Well-being for both students and staff are high on the Academy and Trusts agenda.
- The consistent approach to the classroom environments enables children to take support from the displays.
- Teachers check pupils' understanding systematically, identify misconceptions accurately and provide clear, direct feedback. Throughout lessons seen, misconceptions are addressed, and children are challenged by teachers' high expectations combined with the systematic and effective checking of prior knowledge and understanding.
- Teacher's marking and feedback has an immediate and incisive impact on pupils' learning. Children respond well to their identified areas for improvement and are proud of their achievements. This is evidenced by children's' work across the curriculum.
- The clear marking policy allows for communication with all pupils to ensure that they can improve and build upon their learning. It celebrates the children's successes and informs them visually of what they need to do next to further progress.

Next Steps:

To ensure there is a progressive and accessible curriculum to meet the complex needs of individual children.



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Element 6 - Parents, Carers and Guardians

- Parents hold the Leadership of the Academy in high regard, recognising the drive to improve the life chances of all children as the vision is clear and lived.
- Leaders are visible and consistent. This has strengthened the relationship between school and parents and a genuine inclusive open-door policy for all is known and appreciated by parents and staff.
- Parents believe communication has greatly improved with the Leadership team. Parents and carers are increasingly seeing the Academy as a collaborative partner who they feel is approachable, they respect and are grateful for. This needs to be constantly reinforced by the Leadership to embed the trust they have earned.
- Parents feel that the children's needs are being met and that they are involved in any decision making in relation to SEND pupils.
- Parents appreciate that children are celebrated in a variety of ways not just linked to academic achievement but also personal qualities.
- The Academy has offered a wide variety of support for all families at home during the pandemic. The Academy staff have worked tirelessly to ensure education continues for the children. This was greatly appreciated by parents. Parents appreciated that staff support of children and families went above and beyond.

Next Steps:

To communicate with parents in relation how the school and parents can work together. To develop parents understanding of what they can do to support in their children's inclusion learning journey. This information should be in a user-friendly format.



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

- The Academy Council of Sunnyside have played, and continue to play, a strong role in continuing to drive the school forward particularly with inclusion. Their role includes advising and acting as a critical friend to the Principal of the Academy and to advise the Board of Directors of the Greenwood Academies Trust about local issues they may need to consider. To represent the interests of the Academy community in the running of the Academy and to represent the Academy in its community. These objectives are understood and being increasingly shared with stakeholders.
- Greenwood Multi Academy Trust have had a direct impact on Sunnyside in areas such as leadership, SENCO development and providing provision. The Trust and the Board have rigorous procedures in place to ensure that the school continues to move forward, whilst maintaining its individuality and culture. This is evidenced by the Trust Senior School Improvement Lead.
- The Academy SENCO is working well and leading inclusive provision with other academies within the Trust. This has already proved to be effective in sharing good practice and providing support and guidance.
- Leaders know the school very well and are aware of what they need to do to improve even further, particularly with inclusion.

Next Steps:

To upskill and developing the relationships with the Academy Board and parents so that they are effectively able to support and challenge progression across the school within the broader curriculum. Develop the role of the SENCO's so that of the school positively impacts within the Trust.



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Element 8 - The School in the Community

- Sunnyside work ensures that children develop strength of character, throughout the curriculum.
- The school has worked closely with local fire service, churches, charities, and sports groups to name a few. This includes winning a local initiative to be active by engaging the community to 'Beat the street' initiative. Leading to wide local media coverage highlighting the school values. 'Together we Shine.'
- Visitors regularly lead assemblies to share their experiences including careers by explaining job roles. These include the local church and police.
- There is a system of retrieving feedback from all stakeholders through questionnaires which the school uses effectively to amend the provision to the children. Just as importantly it continues to strive its ambition for the Academy being at the heart community.
- Friends of Sunnyside are actively involved within the school and are expanding support following the pandemic.

Next Steps:

For Sunnyside to continue to share, develop and celebrate the good practice of inclusion within the school particularly with parents, the community and within the Trust. For example, by developing the Trust criteria for the SEND register, then share this with all stakeholders to ensure inclusion is supported collaboratively.