



16<sup>th</sup> June 2018

Mrs Nicola Sayers  
Headteacher  
Sunnyside Primary Academy  
Reynards Way  
Northampton  
NN2 8QS

**Assessment Date: 11<sup>th</sup> June 2018**

### Summary

Sunnyside Primary Academy is part of Greenwood Academies Trust. The school is a growing school with two classes in every Year Group. Year 6 will become two classes from September 2018.

The school website states: 'we want our children to be happy, confident individuals with a passion for learning. We believe every child should feel valued and encouraged to achieve their very best in all aspects of Academy life.' This was evident from the start to the end of the visit. As soon as you enter the school, you are greeted with a warm welcome and a smile.

The entrance displays start the 'Journey of Inclusion' inspiring any visitor to experience life at Sunnyside including the colourful mosaics designed by the pupils showing the simple school rules 'Be Responsible, Be Safe, Be Kind' and the 'SMILE Tree' reflecting the wishes and thoughts of parents about their individual child.

The school is below the national average in terms of EAL. Pupil Premium is also lower than the national average. The main cohort of pupils is White British. The Head ensures links are kept very closely with the pupils' home environments through a variety of strategies. The impact of this means that all pupils feel safe, support each other and enjoy school.

The Head has high aspirations for all the pupils and staff. She is not complacent in her approach to continued School Development. The KS 1 and KS 2 results have improved since 2016 and the Head is determined that the results remain on an upward trajectory for 2018 onwards. To this end, pupils are swiftly identified for both extra support and challenge. Interventions are put in place. The impact is measured by the SENCo and Inclusion Lead in discussion with the member of staff delivering the intervention. The Learning Environment is engaging. The displays throughout the school are exceptional. In conversation with the SLT, they were clear on their expectations of what

---

#### Award Offices

##### Inclusion Quality Mark Award

Ling House  
173 Slieveboy Road  
Claudy  
BT47 4AS  
United Kingdom

#### Contact

Tel. 028 7127 7857  
Fax. 028 7127 7856  
[info@iqmaward.com](mailto:info@iqmaward.com)  
[www.iqmaward.com](http://www.iqmaward.com)

#### Company Registration No.

07748285  
Inclusion Quality Mark (U.K.) Ltd  
Company Registered Address:  
Grove House  
Lutyens Close  
Chineham  
Hampshire  
RG24 8AG



they expected to see in each classroom to compliment the learning experience for the pupils. This included working walls for both Maths and English, inviting displays regarding topic-based work such as the Rainbow Fish, Ancient Greeks, Space, Rainforest Habitat, Hogwarts, War Poetry, World Book Day to name but a few. The use of corridors to exhibit home learning and incorporate them into 3D displays was exceptional. The simple rules were displayed in every classroom and 'Kindness Mats' encouraging pupils to reflect on, and reinforce, the positive qualities of their peers.

All classes were equipped with resources to support independent learning in both English and Maths as well as interactive whiteboards. Tasks set enabled pupils to progress in their learning. Pupils felt that they were supported appropriately in the lessons and that their teachers and teaching assistants had high expectations of them with differentiated challenges. Due to the planning of the curriculum and an inviting environment, pupils' attitudes across the school were very positive. The pupils were extremely respectful of each other and took pride in their work.

When the pupils were interviewed in a group session, they were honest and open. They shared their experiences of school life and stated that there was always someone to talk to. If there was any bullying, it was dealt with immediately. They were very keen to share their roles as members of the School Council, House Captains, Librarians, Play Leaders and Buddies. The older pupils were a credit to the school and listened respectfully to the younger pupils. The younger pupils saw the older pupils as role models and mentors.

All pupils spoke highly of the school. They spoke of the 'Calm Corners' in each classroom to support their emotional well-being, the resources within the classroom to support the development of their skills in Literacy and Numeracy and the 'WOW' walls. Success Criteria in their learning meant that they aspired to reach the third step from 'Simplify, Expect to Deepen'. They also felt that the term used by some class teachers '3B4 Me' encouraged them all to use their 'brain, the work on the board, or a buddy' to solve any challenge in their learning before resorting to asking for help. This made them more independent. In addition, they stated that the teachers' comments in their books supported their learning as well as the 'PROUD' template at the front of their books to support them with their presentation.

They thought the Play Leaders and Buddies supported their lunch times and were 'really fun'. They stated that there were lots of clubs including sports, as well as others that helped them with their learning. They enjoyed the school day and residential trips that supported topics in the classroom. For example, the Year 6 were full of excitement as they were raising money to visit London to experience an overnight stay on HMS Belfast, a visit to the London Eye, the Science Museum and a riverboat taxi ride. It was commendable that the staff were supporting the pupils to raise money through cake sales, sponsored marathon, World Cup evening as well as other events. The pupils had raised £2000 which was clearly an inspiration to the other pupils in terms of Enterprise as well as learning about the value and amount of organisation that goes into a school trip. The Year 5 pupils were excited about their imminent visit to the Harry Potter Studios.



Leaders are ensuring English and Maths is constantly tracked with necessary interventions put in place. If Leaders feel the impact is not great enough towards progress they will quickly re-evaluate. They are determined to improve progress and attainment from the pupils' baselines. For example, there has been a drive on improving Reading, Writing and Maths across the school and monitoring the progress to diminish the difference between different cohorts of pupils including girls and boys. This is supported by resources and interventions including the newly developed library which is well stocked with engaging reading areas to encourage reading. All classes are timetabled to use it with each pupil having a reading log with an expectation to read at home after school which is tracked and monitored. 'Book Talk' had been introduced and was in its second year. Resources for Maths such as 'Times Tables Rock Stars' as well as Numicon Maths supported progress.

CPD is encouraged throughout the staff. One of the team is about to train as a Teacher and another is about to train as an Educational Psychologist. One of the classes observed was taught by a trainee teacher.

The staff felt very strongly that there were opportunities for training courses such as Time to Talk, Mindfulness, Lego Therapy, Anxiety, Phonics, Chataway Programme, Phonics, Bereavement, Protective Behaviours, SMILE as a whole school initiative, Work with the SALT, Emotional Literacy, Precision Teaching, PixL Spelling.

Two members of the Middle Leadership Team are LA Moderators and involved in LA moderation which supports the staff to understand Assessment Criteria and to have high expectations for all pupils from their respective baselines.

The Head and Leadership team are rigorous in monitoring Teaching and Learning. High standards are expected through the appraisal system of all staff. Support and positive feedback is a key feature for staff from the SLT. The staff felt that it was a very supportive environment. Staff give up their time freely to run extra-curricular activities as well as evenings such as 'World Cup Evening' for families.

Parents were very supportive of the school. They felt that they were kept fully informed of all aspects of school life. They felt welcomed at the school and that 'nothing was too much trouble'. 'It is an 'open door policy'. One parent said that even though she lives 2.5 miles away now, 'it is such a good school, she would not want to change'. They felt that any problems 'are always sorted out'. They felt listened to and felt that they were kept informed about their child's progress and that interventions were always put in place to support any learning needs. One parent described how they had just moved recently into the area and the school fully engaged in making a smooth transition for her child. Her child had settled very well having been anxious at first.

The parents spoke highly of the mornings at drop off where they were encouraged to engage in activities with their child such as word searches, educational based games within the classroom until 8.55 am. They enjoyed the informative Parent Assemblies at the end of a topic. They felt the school House Point System had a positive impact on their child's engagement with learning. They felt the breakfast and after school club was supportive for working parents enabling a smooth transition into and out of the school day.



## IQM Assessment Report



The school has strengthened its links with the Community since the last IQM assessment. The local Vicar comes into school to lead Assemblies and to take part in school events. The local Community attend the school fetes and are also invited to run stalls at both the Christmas and Summer Fetes.

The school also takes Harvest donations to the 'Hope Centre' and has also visited the local elderly people's Home to sing.

The newly formed PIT (Pastoral Inclusion Team) includes the Learning Mentor who has a dedicated room to ensure confidential extra support is there for the families within the school in times of challenge. The Learning Mentor is dedicated in her role to ensure families are signposted to the correct support. The PIT team are determined to create new ways to engage parents through the community café run in school for 'coffee and cake'. In addition to this, links have been forged with the local Early Intervention Team and the PCSO which has had a positive impact on improved parenting and therefore engagement and attendance of the more vulnerable pupils.

The school work closely with the Academy Trust and LA sharing ideas and training as well as moderation of standards within schools.

The school's website is constantly updated with a regular weekly newsletter to inform the parents and the Community what is happening within the school.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark. There are only minor areas requiring development and the school is aware of these. I recommend that the school be awarded the Mark and be reassessed in 3 years' time.

**Assessor: Anne Spencer**

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

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



## Portfolio of Evidence:-

- School's IQM Self Evaluation.
- School's SDP.
- Information on the website.
- Data discussion with the Head and Inclusion Lead.
- Learning Walk.
- Book Scrutiny.
- Interviews with a group of parents.
- Interviews with staff.
- Discussion with a large group of pupils.
- Interviews with the members of PIT.
- Conversations with staff and pupils during the Learning Walk.



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

### Strengths:-

- Policies.
- Outstanding relationships with parents.
- Calm and inclusive environments on catering for a variety of needs.
- A strong Pastoral and Inclusion Team (PIT) who meet each week.
- All classrooms have 'Calm Corners'.
- A new PSHE scheme of work based on the SMILE principles: 'Schools Make Intelligence Linking Emotions'.
- Extra -Curricular activities.
- Breakfast and After School Clubs.
- Inclusion network meetings.
- Weekly teaching staff meetings.
- Effective transition for pupils from class to class.
- Effective transition for pupils from Year 6 to secondary school with the Inclusion Manager meeting with the Secondary Schools' SENCos and bespoke Transition Days for pupils.
- Reception staff meet with feeder Nursery Schools.
- Personal support is addressed through: Circle Groups, Emotional Literacy Groups, Time to Talk, Friendship Groups, Buddies.
- Boxall Profiles and GL Emotional Literacy assessments are used to measure the impact of interventions.
- Safeguarding training is in place for all staff, volunteers and parent helpers annually including e- Safety.
- Four members of staff are DSPs including the Head, KS1 Leader, Inclusion Manager and Learning Mentor.
- Protective Behaviours training is given to all Lunchtime Supervisors and Teaching Assistants.



## IQM Assessment Report



- Pupil Transition Books.
- The pupils were all engaged in learning and happy during the Learning Walk.
- The warm welcome was a credit to the school.
- External agencies work closely with the school such as Educational Psychologists, SALT and PCSO.

### Point of Reflection:-

- To evaluate the impact of the focussed interventions on different groups of pupils to improve outcomes.
- To ensure consistency of approach within the school from all staff.



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

### Strengths:-

- The displays in the school which celebrates pupils' work as well as focussing on learning were outstanding.
- The beginnings of the creation of a wildlife garden area.
- The new Library which has had an impact on engagement in Reading.
- The welcoming at reception in the morning by the teachers and SLT.
- Differentiated resources for more able learners and learners requiring additional support.
- Intervention spaces in classrooms set up to meet the needs of individual pupils.
- The Reflection Room to support pupils' choice in behaviour.
- As part of SMILE and the launch of the new approach to PSHE, all classrooms have Calm Corners.
- Worry Monsters in every Year support pupils to express and address any of their concerns.
- Adult Led Activities at Playtime and Lunchtime in Zoned areas with the Pupil Play Leaders mean that pupils feel safe and secure.
- Displays include celebrating Learning at Home.
- PROUD template in front of each pupil's book to remind them of neat presentation.
- Displays celebrating Sporting Achievements.
- Kindness Mats and Kindness tree to celebrate positive qualities and Love.
- Resources are differentiated according to the needs of pupils.
- Celebrations of achievement for each class, pupil, House in Assemblies.
- The use of ICT available to support learning and improve outcomes in attainment for all pupils including Interactive Whiteboards, iPads and laptops for each class.
- Precision Teaching training given to all Teachings Assistants by the Educational Psychologist.





# IQM Assessment Report



## Point of Reflection:-

- To develop the Outdoor Learning Environment which is spacious and would offer the staff and pupils opportunities to develop aspects of Maths, Science, Reading and Writing as well as a GROWTH mindset.



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

### Strengths:-

- The pupils are welcoming and polite.
- The pupils understand the simple school rules Be Responsible, Be Safe, Be Kind.
- The pupils respect and value their school.
- The discussion with a group of pupils showed that they were thoughtful, appreciative and happy.
- SMILE principles are a whole school focus.
- The pupils were very aware of the importance of treating each other fairly.
- The pupils all stated that they knew who they would go to as a safe adult within school if they had an issue.
- The parents were full of praise for their children's positive attitudes towards school and each other.
- During the Learning Walk, all pupils were engaged in learning with tasks being differentiated by outcome.
- Literacy was a clear focus in the school.
- Roles to promote anti-bullying such as Junior Leaders, House Captains, Buddies, Librarians and Sports Leaders meant that pupils were understanding and worked collaboratively together.
- Extra-Curricular Activities including clubs and day and residential trips into the Local and Wider Community.
- Consequence and Rewards' system valued by all pupils and staff including the Reflection Room and Calm Corners in each classroom.
- E-Safety delivered to all pupils.
- Family Support Worker supports families when needed.
- 1:1 support for pupils available.
- Induction programme for new pupils.
- 'Worry Monsters' in each classroom for pupils to write down their worries that they cannot verbalise. The worries are discussed sensitively with the pupil concerned.



## IQM Assessment Report



- Monday Drop-In sessions with the Learning Mentor.

### Points of Reflection:-

- To achieve the Silver TaMHS Accreditation.
- To re-evaluate the process of the House System within the school to promote positive Learning Outcomes.
- To develop more opportunities for Drama/Music Productions for pupils within the school.



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

### Strengths:-

- The Head and SLT scrutinise the data half termly to ensure all pupils are being challenged to achieve Expected and Greater Depth levels as deemed appropriate from their starting points and personal circumstances.
- Work scrutiny takes place termly to evaluate the standards in Teaching and Learning.
- Interventions are put in place to support the emotional needs of more vulnerable pupils.
- Two Middle Leaders are LA Moderators. This ensures standards and judgements within the school are consistent with other schools and the National expectations.
- Moderation across the Academy Trust to ensure pupils are working at the correct level.
- KS1 and 2 results are hoping to be broadly in line with the National Average taking account of the mobility and make-up of the school at KS1 and KS2.
- A drive on higher attainment in Reading, Writing and Maths across the school with targeted interventions will strengthen outcomes where pupils are below the National Average.
- Pupil progress meetings on a regular basis with Curriculum leaders and Class teachers.
- Staff Appraisal objective linked to progress of pupils.
- Creative curriculum through themed topics across the school to encourage engagement and a love of learning.
- 'Whole School Write' to develop published pieces of writing with the summer term theme of 'Twisted Tales'.
- 3B4 Me intervention used in some classes which pupils found supported their cognitive ability as well as confidence with their work.

### Points of Reflection:-

- Marking and feedback is consistent across the school and acted upon to accelerate progress of all pupils.
- Evaluate interventions to diminish the gap between disadvantaged and non-disadvantaged pupils.



## IQM Assessment Report



- Ensure the development of confidence in all teaching staff to form Accelerated Reading and Writing groups as well as 1:1 interventions will support the progress of those pupils falling behind expected standards from their starting points as well as those capable of exceeding National Expectations.



## Element 5 - Learning and Teaching (Monitoring)

### Strengths:-

- Lesson observations and Learning walks ensure that all teaching staff have individual feedback with specific areas for development identified.
- Training and Network Meetings from the Academy Trust for Leaders including Maths, Literacy, EYFS, SEN.
- Progress meetings including work scrutiny ensures that evidence of good or outstanding teaching is evident by the quality of work produced and by the progress made by the pupils.
- Annual appraisal cycle for all Teachers and Lesson observations using Lessons Learned.
- Areas of Expertise amongst the staff are used to support other staff.
- Planning Workshops support staff to model good practice.
- All staff plan for differentiation according to the needs of all pupils.
- Targets for each pupil and for subject areas are closely monitored towards expected national outcomes at the end of the academic year.
- Consultation evenings for parents with information of next steps of their child's learning and how they can support learning at home.
- The website keeps parents updated with Teaching and Learning Weekly.
- Curriculum Overviews are informative and available on the website.

### Points of Reflection:-

- Evaluate the impact of raising attainment with any intervention in place including both academic and pastoral interventions.
- Ensure effective communication takes place between staff to triangulate the progress and needs of the pupils to ensure attainment has an upward trajectory.
- Pupils continue to be challenged to extend their learning to improve outcomes.
- Marking is meaningful.
- PROUD is adhered to across all classes.



## Element 6 - Parents, Carers and Guardians

### Strengths:-

- The Head and all staff freely give up their time on a day to day basis. There is an open-door policy.
- There is extensive provision to support children's learning for parents including parents' evenings three times a year to formally discuss their child's progress and levels of attainment.
- Information on the website and classroom visits means parents are up to date and involved in their child's learning.
- Curriculum workshops are open to parents including Maths Morning, Phonics Morning, Sex Education information.
- Questionnaires are used for Parent View and are all very positive.
- The Learning Mentor holds a weekly parent 'Drop-In' session for advice.
- The Learning Mentor supports the parents with parenting skills through such programmes as 123 Magic, bedtime routines and visual timetables to support structure and routine.
- The Learning Mentor supports families and works closely with External Agencies to ensure the safety and well-being of the families.
- All parents spoken to said that the school could not do enough for their children.
- The parents felt very involved in their child's education and that the school was always extremely supportive with extenuating circumstances.
- The parents praised the school and the Headteacher and felt it was an excellent school where they are always able to communicate freely.
- The parents felt that the school was a very happy school.
- FOSS (Friends of Sunnyside School) organise fundraising events throughout the school year such as Film Nights, Discos, Fetes and Cake Sales.
- Parents volunteer to help at school with Literacy and Numeracy skills under the guidance of the teaching staff.

### Points of Reflection:-

- To continue the efforts to communicate regularly with parents with such initiatives as the Community Café.
- To continue to involve parents with the new PSHE Curriculum at the start of a new topic.



## **Element 7 – Trust Board and Management**

### Strengths:-

- The Trust Board are kept up to date with the School Development Plan.
- The school has a Senior Education Advisor who works with the school for school improvement.
- Moderation of standards and the progress of the pupils is achieved through a variety of means including: Local School Cluster Group, The Academy Trust and visits from the Local Authority. For example, the LA are due to moderate EYFS.

### Point of Reflection:-

- To ensure the Leadership team have a systematic approach so that paperwork on progress and school improvement and the impact of interventions is readily available in relation to all different cohort of pupils.





## Element 8 - The School in the Community

### Strengths:-

- The Choir has strengthened its links with the local community visiting the elderly.
- The local Vicar takes assemblies and attends school events.
- Pupil visits to the local church.
- Members of the local community have stalls at the Christmas and Summer Fete.
- Educational visits take place to a variety of places including Cadbury's World, Sywell Aerodrome, Sea Life Centre, Deco Theatre as well as residential activity trips.
- FOSS leaflets advertise the fetes and are very well attended by the local community.
- Harvest donations are given to the Hope Centre.
- Visits from parents to share their expertise in their field of work.
- Careers Event showcasing a variety of careers to the pupils.
- Visitors to the school to work with the pupils such as artists and peripatetic musicians.
- Pupils taking part in sporting events within the Trust and the Local Authority.
- Participation in the Diwali Parade in the town centre.
- The school Nurse and school Dentist link with the school.
- External professionals such as Educational Psychologists, SALT etc visit the school to undertake assessments of individual pupil's needs.
- Charity Events: Harvest Festival food donations, Sports Relief, World Book Day with book swap event.
- Strong links with the local PCSO.

### Point of reflection:-

- To continue to strengthen existing community links building upon the Careers Day in June 2018.