



Report on IQM Inclusive School Award



School Name	The Chantry School
School Address	Martley Worcester Worcestershire WR6 6QA
Head/Principal	Dr Andrew Dickenson
IQM Lead	Ms Ruth Robinson
Assessment Date	6 th June 2023
Assessor	Mr Samuel Gray

Sources of Evidence

- History SOW Overview
- Assessment Cycle example
- Pupil Premium Champions Log Book
- Vision and mission statement.
- Pupil Premium Strategy
- Ofsted Report March 2023
- SEN Passports
- Observations

Meetings Held with:

- Gina DiVito-Smith (Medical Education Lead).
- Rebecca Kemp (Riversides Special School).
- Meeting with pupils with SEND, to hear about their experience of school and support they receive.
- CLA to hear her experience of joining the school in Year 10.
- Paula Hemming (Worcester Virtual School), to hear how they support their CLA.
- Sarah Summers (Specialist Teacher Autism/CCN).
- Ruth Robinson (DT and SENCo).
- Freya Hamer (Diversity Lead).
- David Findlay (Assistant Head), to discuss Pupil Premium Champions.
- Mel Barnett (Director of all age disability 0-25) and Charlotte Krivosic (Group Manager, SEND) to hear about the school's involvement in 'Delivering Better Value' in SEND, Workstream 4, and sub groups for preparing for adulthood and GP handbook.
- A chance to talk to a group of parents/grandparents about their experiences of The Chantry School and support for their children.
- Susie Coleman (Young Leaders Programme and links with primary schools).
- Governors for SEND and CLA.
- Alternative Provision (AP) arrangements with SENCo and AP provider Abberley Care Farm representative Claire Furness.
- Meeting with large team of Teaching Assistants



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Overall Evaluation

The Chantry School is an 11–16 mixed Academy located in Martley, seven-and-a-half miles west of Worcester and serving rural West Worcestershire. There are currently 887 pupils on roll with an intake of 175 pupils in Year 7. The school has recently expanded to accommodate the population growth in the surrounding area. They have completed a £2.25m building programme to support this development comprising new maths accommodation, science facilities, a humanities block and dining space. The facilities available to the students and staff are above and beyond what would normally be available, and the staff used this to their advantage to ensure that the opportunities available are equally impressive.

The Chantry School serves a wide rural catchment area including the villages of Abberley, Astley, Broadheath, Broadwas, Clifton-on-Teme, Great Witley, Grimley & Holt, Hallow, Martley and touching the western suburbs of the city of Worcester. They have a strong partnership with their local primary schools, with nearly all pupils in those schools regularly visiting the site to take part in competitive sports' events against other primaries. This partnership extends also to a local special school. Positive relationships with Riverside Special School have resulted in opportunities for students to access mainstream education. This in itself is very rare and highlights the strength of The Chantry's inclusive strengths.

I thoroughly enjoyed my 2-day visit to The Chantry School. Sincere thanks to Ruth Robinson for preparing and co-ordinating the extensive paperwork and organising the timetable for my 2-day visit. Thank you also to the Headteacher, Dr Andrew Dickenson, for welcoming me into the school.

I met with numerous staff during my visit and also external bodies which were eager to share their positive experiences working with The Chantry School, notably the Special Educational Needs Co-ordinator (SENCo) Ruth. The school has a clear identity and is dedicated to providing the children in its care with an equal opportunity to achieve their full potential, regardless of race, gender, ability or disability.

Everybody I met was warm, welcoming, and extremely helpful from the moment I arrived. Over two days I met with a variety of stakeholders, either in groups or individually. A standout meeting was the time I spent with a large group of Teaching Assistants (TAs) whose care for the students was infectious. They clearly knew the students they supported and knew each other's strengths as a team. This allows for collaborative working ensuring the students get the support they need at the right time from the right member of staff. Many learning walks afforded me the opportunity to see first-hand how the school works. During social time I was given the freedom to observe students in their natural environment. The welcome extended beyond the staff and many students approached to talk and welcome me to the school.

Very high standards and expectations are visible throughout The Chantry for students, staff, and parents. The pupils engage positively in all aspects of learning and respect is very much a two-way process.



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This is a truly inclusive school and you leave feeling inspired by the processes in place to ensure the best environment for students. These processes are then backed up by a staff body that clearly buy in to the vision of the Headteacher. Leadership and organisation of inclusion at The Chantry School is highly effective. Safeguarding processes and procedures are thorough and clearly communicated to all and all meetings triangulate to ensure there are no gaps in the Safeguarding provision.

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 the Mark and be reassessed in 3 years' time.

Assessor: Samuel Gray

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read 'J. McCann'.

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



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Element 1 - The Inclusion Values of the School

The school vision is '*excellence in all, excellence for all.*' Their aim to be a thriving learning community where ambition, resilience and excellence are encouraged and celebrated and all learners experience education that has a lifelong benefit to them is evident in every corridor, classroom and support room throughout the school.

Prior to my visit I was able to review numerous policies and information reports reflecting the school's inclusive practice across the school e.g., Special Educational Needs and Disability (SEND) information report, climate for learning policy, alternative provision, child looked after (CLA) and pupil premium (PP) policy. It is clear that the school vision and ethos are person centred and embrace individuals and the developing of the whole person within their community.

Pupils who are unable to attend school for health reasons are supported to maintain a link with the school community and are educated in a way that meets their individual needs. Whilst a student's attendance is clearly of utmost importance, the school ensures that a plan is in place for them to return to school at the right pace and with the right support for them to be successful again.

Pupil premium champions work with those pupils who benefit from additional guidance and direct work to help identify barriers and raise/improve the approach to learning. A meeting with the Assistant Headteacher to further understand the PP Champion process was backed up by two Year 7 students who discussed the support they had received since joining the school. Regular meetings and target setting has got them focused but ultimately feeling cared for during their education.

For the numerous CLA students at The Chantry School, Personal Education Plan (PEP) meetings are held termly, and a multi-agency approach is taken to hear about the young person in all settings, the young person is always invited and encouraged to share their views. Targets are set and funding assigned to support pupils in care to reach their potential. A meeting with Worcester Virtual School during my visit was full of praise for the Designated Teacher (Ruth). They expressed their belief that this was more than just a role and that Ruth went above and beyond to know everything about each student so that the process was of the highest quality.

A robust transition schedule is in place, so that they are able to know their new Year 6-7 cohort well and are aware of needs identified. All pupils on the SEN register have an SEN Passport (one page profile). This is updated with parents/carers and the pupil, using the graduated approach of Assess, Plan, Do and Review. There is a termly opportunity (hybrid or in person) to review with parents/carers and the pupil. The relationship that The Chantry School has with their feeder schools extends beyond and includes a local Special School. The Chantry School has a history of supporting students and a meeting with the special school again supported the inclusive ethos that The Chantry School professes.

It was clear throughout my visit that staff are good role models for pupils, and this was further evidenced in the meetings and conversations I had during my 2-day visit.



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Students spoke fondly. The school follows the 3 R's - Ready, Respect, Responsible. Pupils are aware of these and understand their role in inclusion. This was evident in the majority of conversations I had with pupils individually and in groups. This was not something that was said, it was clear from the students that this was something they believed in.

The next Year 7 cohort has an even higher number of students with Education, Health Care Plans (EHCP's) and whilst this will increase the challenge ahead, it is a sign within the local community that The Chantry School is the school of choice for students that need extra support. The school has begun to ensure that they have the capacity to cope with the increase in demand. This highlights the importance that the leaders at the school place on ensuring needs are met.

The school welcomes services into the school to work with pupils to support them and to improve the quality of their education. I was able to meet a number of these services who said they couldn't miss the opportunity to discuss just how great the staff are. Examples include Footsteps (a charity supporting pupils with bereavement), mentor link (allowing a child to offload and build a working relationship with a neutral party), social prescribing service (listening to the child to signpost and access support).

The school has a staff wellbeing group 'Working Well' who work together to action change, which supports the staff wellbeing. This has recently included updated mindful mailing arrangements, improving the staffroom space, looking at their wellbeing policy, signposting to support, working well notice board etc.

Next Steps:

- With the school's level of needs changing and more young people attending with EHCPs and presenting with more complex needs, the school is looking to further develop the school community's awareness of disability and how they can support each other. They plan to do this through form time sessions, hearing the voices of those with additional needs and taking part in neurodiversity week. The school community is already a welcoming and supportive place to learn, so this will only strengthen the already blossoming school community.



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Element 2 - Leadership and Management and Accountability

The Leadership team always ensures that they carefully communicate and hear the views of all stakeholders. An example of this includes recent adaptations to the climate for learning policy was discussed with the Leadership Team, whole staff, pupils, Governors, and parents. This collaborative approach to moving the school forwards leads to a joined-up approach and staff feel part of the process.

The Leadership Team is keen to ensure that all pupils in the community get the education they deserve. With this in mind, they fully engage in the Managed Move Process and are keen to give pupils second chances. Speaking to pupils that have been part of this process, they discussed the gratitude they feel for being given this opportunity. In their recent Ofsted inspection, it stated that “Leaders have high expectations of pupils and that the Headteacher is committed to making sure all pupils achieve the very best that they can.” The inclusive approach ensures that students with SEND and high ability students get the same support to ensure that all students achieve what they are capable.

Parent surveys are often avoided for fear of the response. The Chantry School believes in what they do and this is reflected in that 89% of parents either strongly agree/agree that we have high expectations for their children. Reaching out to get feedback from parents allows the school to continue to build strong relationships with families and the local community.

This constant review process extends to staff who complete questionnaires annually and results are shared and acted upon. They use the Warwick Mental Health and Wellbeing Scale and the BATH NHS/NASUWT surveys and this allows the Leadership Team to consistently develop the staff wellbeing policy. This therefore becomes a meaningful action and not an add-on. This is felt by staff who explained to me that they feel ***‘the school take into account our feelings and try to create a positive working environment for us.’***

The school has created a staff friendly annual Quality Assurance cycle and is well established and embedded into their processes. It is linked to their 3 x 12 weekly assessment cycles. This is a non-threatening process that staff are fully supportive of. The school has recently rewritten the ECT programme, including policy and handbook, because they were deeply dissatisfied with the provision. All feedback is positive and has been validated and fidelity checked by the awarding body. Mentors are trained with the University of Worcester to ensure they are able to offer the highest level of support (UOW).

Meetings with numerous external agencies show the school is pupil focussed and guarantees that they follow up on everything promised. The school is always present at any PEP meetings, and this is a consistent approach with anyone they work with. Openness and flexibility mean that any work completed with external agencies has a positive plan or outcome. The external agencies all share the opinion that ***‘Ruth works so hard to meet the needs of students. She is a reflective practitioner, flexible to work with and builds strong relationships with everyone.’***



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

The Chantry School's curriculum design seeks to give all pupils a broad and balanced education whilst preparing them for the future. They believe all their pupils are entitled to a curriculum that challenges their individual abilities, is relevant to their experience and present needs, is inclusive and has application and value in the world outside the school. Student groups that I spent time with talked about the support they receive to help them access the curriculum. Timed interventions meant that they did not miss too much lesson time whilst allowing them to get the help that they need.

The broad and balanced curriculum permits pupils to experience, practise and develop a wide range of knowledge, skills, attitudes and understanding. All pupils will have a comprehensive education that will allow them to develop personal strengths and talents as well as meet new and existing statutory requirements. Many of the curriculum areas enhance the pupils' experiences with 'fieldwork' trips such as visits to art galleries, castles and the theatre. Students spoke openly about the trips they had been on and how they helped their learning in the classroom. Examples of schemes of work were shared with me and these examples highlighted that all students including high ability groups were being challenged and allowed for a progressive approach to their learning.

The school does not enforce the Ebacc, yet numbers of pupils fulfilling the EBACC bucket has risen from 13% to 26% in the last 18 months. This could be directly linked to the extensive amount of support students get in Key Stage 3. This support allows students to access language courses they may not have been able to without this support.

The recent OFSTED Report from May 2023 states that ***Leaders identify the needs of pupils with special educational needs and/or disabilities (SEND) well. They make sure that teachers have the information they need to support pupils with SEND well.***

There is an extensive enrichment programme for pupils. Leaders monitor this well to make sure that all pupils participate in activities that match their talents and interests. Pupils apply to lead 'pupil action groups.' These develop the school's wider priorities such as diversity and charity and involve all pupils in their actions. Pupils are taught how to consider sensitive topics and how to discuss different viewpoints with respect. Pupil engagement in lessons is helped by an extensive support team including 15+ TA's and Learning Mentors.

Next Steps:

- The school should continue to evaluate and amend the Personal, Social and Health Education (PSHE)/tutor programme to align with each other. Continue to provide opportunities to extend subject enrichment opportunities within their school and across the MAT that they are just about to join.



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

It was explained that all departments' lessons are underpinned by The Chantry Teaching and Learning Charter and Pedagogical Principles. In most lessons, they provide pupils with activities that carefully match the curriculum. As a result of this, most pupils produce work of a very high quality. I was able to visit many lessons and it was clear that the school had a consistent approach to teaching. Teachers were enthusiastic and supported in the classroom by TA's where necessary. The most recent parent survey found that 91% of parents either strongly agree/agree that their child does well in the school.

The Leadership Team state that Chunking, Modelling and Scaffolding are essential parts of the Teaching and Learning charter and pedagogical principles, thus ensuring pupils can access the lessons and content. This inclusive approach was evident throughout my two-day visit. Where other adults are in the classroom, they have a set of guiding principles about how best to utilise the individual. Visualisers are widely used in the classroom to support learning, particularly when modelling the outcomes.

A lesson of note includes a music lesson where students were playing the guitar. All students were participating in the lesson including a student who struggled with high sensory needs who was participating using headphones. The smile on her face as she played the guitar screamed inclusive practice.

The meeting with students with SEND needs highlighted a sense of community in lessons. Students were open about their needs including a dyslexic student – ***"I get lots of support,"*** Autistic student – ***"I get nice support."*** Another student explained that ***"interventions during French/German help me with English – hopefully I can do this later."*** A student stated that ***"TAs in my lessons help me get better. A small, laminated timetable to help me find my way to lessons was given to me at the start of the year."*** Students explained that they can ask questions and are not judged, that all teachers try to help.

Supportive approaches to Teaching and Learning include mini whiteboards in classrooms, light dimming in more recently built classrooms, availability of laptops to support learners, individual choice for the pedagogical development via the PM pathway.

Next Steps:

- Continue to extend their application of research informed practice to ensure the highest outcomes for pupils.



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Element 5 - Assessment

The Chantry School is committed to creating an assessment practice that inspires pupils and gives them a sense of self belief that they can achieve. It encourages confidence, motivates and encourages the teacher and pupils to work collaboratively to achieve a common goal. They believe that high quality assessment helps pupils to make better progress. It highlights their achievements but also ensures that they know how they can improve. It makes the tracking of learning objectives and outcomes for pupils on a day-to-day basis manageable and informs lesson and curriculum planning. In order to ensure progress is made, staff, pupils and parents need to be able to identify at specific times where pupils are in the learning process.

When speaking to students about assessment they talked about lessons being a comfortable place that they are able to make mistakes knowing that they have the support of teachers to get it right in the end. They stated that in any lessons that they struggled, staff were quick to help them with their understanding.

To support assessment, Heads of Department (HODs) have a line management meeting at least three times per year, in line with the assessment cycles. They are asked to reflect on the data and their knowledge of the cohorts, identifying key themes or areas that their department needs to develop both in terms of curriculum adaptation and pedagogy. Examples of the assessment cycle were shared and it was evident that this was a consistent approach applied across the whole school. When the data indicated that students need to be moved, staff ensure that this is communicated to parents and students. Students explained that staff talk to them before they move set and how they can improve in short term and long term.

Next Steps:

- How the school uses data to gain insights into how we can best support pupils and address any gaps, misconceptions and barriers.
- Developing a variety of subject appropriate assessments, rather than always using the traditional methods.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

The Chantry School's positive behaviour and ethos policy creates the conditions for excellence and the development of the pupils into happy, healthy and confident individuals. At the heart of the policy is that all members of The Chantry community demonstrate mutual respect, kindness and tolerance as they prepare to engage with the wider community and society. When touring the school students showed me the BSU and explained that whilst students go there for misbehaving, they are helped to make the correct decisions in the future. As well as the BSU there are 3 Learning Support rooms that are used for academic interventions and if students are struggling with their Mental Health. This support, they said, created a feeling of safety, that they knew if they ever had any concerns, they would know where to go if they needed help.

A student told me that when they first arrived that they struggled to make friends, but the friendship groups helped them find friends and they now feel happy at school. They would have not wanted to come to school without this.

Students know the consequences of poor behaviour, but they talk more of the rewards they will get for working hard and being kind to each other. They discussed opportunities such as to go boxing, on trips, street dance, after school clubs, sporting events. For all of these reasons they said the ***"The Chantry School is perfect for everyone, and we do not think you could improve it."*** Rewards' trips include Drayton Manor and students also get stationery at the end of the year as a reward.

Students explained that whenever they need help, they speak to their peer mentors, contact teachers through TEAMS and that when they do this, all teachers are there to help. They have 'talk about' groups that help them to discuss their feelings in a safe environment.

A Parent View questionnaire (May 2023) showed that 94% of parents either strongly agreed/agreed their child felt safe at school and 92% that their child was happy at school. The recent Ofsted Report stated that ***"Leaders have high expectations of pupils. These high expectations are mostly realised." "In social times and around the school, they behave well." OFSTED May 2023***

Pupils feel well cared for at The Chantry School. They enjoy coming to school. Pupils say that their teachers know them well and that they can talk to staff about any concerns they may have. Senior leaders know the pupils well and understand their needs. They make sure that all staff have the training they need to do their job well. Staff value this support. The 3R's policy is evident in every classroom that you walk into. The use of TAs in lessons is a well thought out process ensuring that the needs of each student are met.

The student Diversity group has 40+ members and work hard to ensure that all different groups are represented including LGBTQ, race and gender. The whole school council is currently working to ensure that there is more diversity in the curriculum. The school's confidence in what they do allows them to have open and strong



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relationships with their students and in doing so empowers them to be young, strong individuals.

Next Steps:

- Develop appropriate intervention packages for pupils who increasingly struggle to conform to the school's expectations and climate for learning.
- Develop ways for students to talk to staff anonymously when they have concerns i.e. the SHARP system.



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Element 7 - Parents, Carers, Guardians

During my 2-day visit I had the pleasure of meeting a group of parents and Governors. Their willingness to give up their time to meet with you and discuss the school allowed me to triangulate all of the positive information shared with me so far. Allowing this to happen in a forum with no staff present also showed the confidence the school leaders have in what they do.

The Chantry School strives to ensure that parents feel valued and are actively involved in their children's education, as well as recognising the importance of parents' feeling confident in supporting their children with their learning outside of school. They pride themselves on their relationships with parents/carers and a statement from the school mission statement is that they aim for "All pupils, staff, parents proudly participate in and positively contribute to the life of the school."

Governors come from a diverse background including business owners. This range of experiences enhances their ability to support the school in all areas of school life. **"We make a good team."** Because of this collaborative approach, the school never struggles to appoint new Governors as people in the community want to be involved and are welcomed when they do. This is backed up by the fact that Governors support the Parent Forum and therefore recruitment is easy. All stakeholders are pulling in the same direction. Each Governor has their own responsibility including SEND, CLA, and admissions. This clear responsibility allows the school to work with the body positively and strategically. This leads therefore to the Governors knowing the students i.e. the CAL Governors taking the role seriously and supporting as much as possible.

Parents and Governors praised the level of communication from the school and praised the transparency. Everything is shared, open and honest. This collaboration therefore supports the school's journey to continuous improvement. Parents describe the strong relationship the school has with parents, so when difficult decisions are needed, they have the full support and trust of parents. These are built on concrete mechanisms in place that ensures the school is never at crisis point.

Parents shared their own personal stories with such pride which The Chantry School supported them through. From bereavements, SEND diagnosis, support with social care and general support in school, they talked openly about the school 'going above and beyond' and 'amazing how they find the time to do what they do.' One parent talked about the school doing things they didn't need to do, helping their son get into college. "They know our children and what is best for them."

A sense of community is felt when talking to parents. This is supported by the many evenings that parents can access throughout the school year including:

- Calendar of events over and above the statutory requirements.
- They encourage communication and partnerships to support the child.
- Parents' evenings.
- Parent information evenings for residential.



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- Transition evenings.
- Year 7 meet the tutor evening.
- Curriculum information evenings for Years 7, 9, 10.
- Revision conferences for Year 11.
- Parent Forum.
- SEN Passport reviews held by the SENCo or another appropriate member of staff each term, formally inviting parents/carers and pupils to attend. Offering a hybrid of either virtual or in-person meetings at a variety of times.
- We invite parents in to discuss pertinent school issues e.g., behaviour, uniform and RSE. Parent Forum 3 times per year.
- PEP and CLA Reviews again allow the team around the child to work together, make contact and respond to the needs of the child and wider family.

Teachers are actively encouraged to contact parents as frequently as needed either via Edulink or phone call to encourage dialogue. Parents described the school as one that is always ready to listen, support and act on any concerns raised. This relationship is further strengthened by a Friends of The Chantry association. This supports school events and raises money. Each year, departments can bid for money to provide enrichment/resources that might not necessarily come out of their budget. It has to be intended to have an impact on a significant number of children. Last year, departments were allocated in excess of £3,600.

Next Steps:

- The SENCo is attending the 'Parent carer engagement in schools' course on 6th July 2023, where there will be a focus on the new toolkit that has been co-produced with colleagues from schools, Families in Partnership - parent carer forum, members of Worcestershire Children First's Parent/Carer Stakeholder Group, SENDIASS and Worcestershire Children First SEND Services. The starting point will be to use the audit to identify emerging, developing, and embedded practice, so the school can focus on areas to improve. It will be important that the SENCo disseminates this information to all key stakeholders to ensure a collaborative approach.



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Element 8 - Links with Local, Wider and Global Community

Prior to the pandemic, The Chantry School actively engaged in the International Schools' Award and had an extensive range of international trips and partnerships, including a partnership exchange every year with a school in China. It is only this year that they have been able to rebuild their international opportunities and the calendar will support that they have offered exchange trips to France and Germany. They are taking two trips to Iceland as part of the World Challenge programme, as well as two ski trips, Berlin trip and an inaugural Battlefields trip for ninety-eight pupils. With regards to the local community, the school's location makes it very important to engage locally, they engage with the local church and its community leaders have provided a 'tea party' for the older residents of the village.

Work with the local special school allows for students to move to The Chantry School which is very rare. Mainstreams are not usually accommodating, but due to the extensive work that Chantry do, they go above and beyond to ensure all children can be successful. Working so hard on transition allowed for the most successful child to ever leave Riverside Special School who also went to The Chantry School.

The school has been part of a country wide steering group organised by Worcester Children First, looking to audit what is already in place in relation to 'Preparation for adulthood,' another identified area of further development. The school has been working as part of an external team, locally in Worcestershire to develop a GP handbook, to ensure schools and GPs are working in partnership on areas such as SEN, attendance and Mental Health difficulties. The school has shared views and aspects to include in the new proposed GP handbook, through reading and reflecting on another authority's partnership with GPs.

The school has a good partnership with the primary schools and holds pyramid meetings and, for example, their Sports Young Leaders organise events for the primary school children and the lead can offer workshops and advice around the teaching of PE at primary school. Last year, they raised over £3,400 for the Children's Teenage Cancer research charity and they offered all the publicity and support for the organising of the event.

Next Steps:

- As they joined a MAT in September 2023, develop and enhance their collaboration opportunities with the other institutions.