



## Assessor's Evaluation for the IQM Flagship Project



<b>School</b>	Stubbin Wood School and Nursery Common Lane Shirebrook Mansfield NG20 8QF
<b>Head/Principal</b>	Mark Fairbrother
<b>IQM Lead</b>	Ms Pat Lyons
<b>Date of Review</b>	19 <sup>th</sup> March 2025
<b>Assessor</b>	Ms Alyson Tolley

### **IQM Cluster Programme**

Cluster Group	Inclusion Pioneers
Ambassador	Mr Dirk Pittard
Next Meeting	22nd May 2025
Meeting Focus	TBC

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Summer 2024</b>	24th Jun 2024	Yes
<b>Autumn 2024</b>	04th Dec 2025	Yes
<b>Spring 2025</b>	22nd Jan 2025	Yes
<b>Summer 2025</b>	22nd May 2025	

### **The Impact of the Cluster Group**

The school continues to respond positively about their engagement in the cluster meetings and they make proactive contributions as well as networking with colleagues to source innovative ideas. Different colleagues attend the meetings to share their skills and expertise and cascade latest ideas back into school.

### **Malet Lambert - 4th December 2024**

#### **“Be Ready” room and Literacy and Reading**

The English and Phonics lead attended this IQM day and is looking at the implementation of some of the ideas raised during the day.



# Assessor's Evaluation for the IQM Flagship Project



**Kingswood Academy - 22nd January 2025**

## **Community Engagement**

The Senior Vice Principal attended the IQM day. She looked at the initiatives noted during the visit that could be used to support our ongoing work with community engagement, particularly regarding the Youth Club and Community Cohesion.

## **Evidence**

Well in advance of the review the school as in previous years, submitted an extremely detailed and informative evaluation of their Flagship Project for Year 2 and this was particularly helpful in providing me with an update on progress since the last visit. The level of detail reflects the IQM lead's commitment to inclusive practice and her diligence in planning a comprehensive programme for the review day.

During the review I met a variety of stakeholders and again this provided evidence of the commitment and dedication of staff as several members met with me online due to their absence from school due to ill health. I had a tour of the school and an opportunity to see new developments as well as visit an outdoor learning activity provided by an external company.

Discussions during the review included the following stakeholders:

- Principal.
- IQM coordinator.
- Vice Principal.
- CEO- TEAM Trust.
- Director of Education & Achievement – TEAM Trust.
- Director of Transformation – TEAM Trust.
- School & TEAM Council students.
- Trips & visits lead.
- Holiday club lead.
- Lunchtime activities coordinators.
- After school provision lead.
- Chair of governors.



## Assessor's Evaluation for the IQM Flagship Project



### **Additional Activities**

- Tour of the School.
- Visit to the Magic Breakfast.
- Conversations with students.
- Website information.
- Examples of student work.
- Scrutiny of curriculum documentation.
- Informal meetings/ discussions with students on tour of the school.



## Assessor's Evaluation for the IQM Flagship Project



### Evaluation of Annual Progress towards the Flagship Project

#### Civic Curriculum implemented at Mansfield and Chesterfield sites.

The school's project was to further embed the work already undertaken around the Identity and Kindness curricula, resulting in an entwined curriculum (the Civic Character Curriculum) across the school.

Research shows 'kindness acts like a natural anti-depressant' and they have ardently advocated this through their planning and implementation. The Civic Character Curriculum is now integrated across all Stubbin Wood School and Nursery campuses, including Chesterfield and Mansfield. Leaders are proud of the fact that this fosters 'a unified educational experience that emphasizes character development and civic responsibility' in line with the Trust Values.

The trust's mission statement is integrated and reflected in the curriculum overviews, "Creating opportunities for everyone to achieve success and reach their potential."

The school continues to drive and maintain consistency through regular CPD. These sessions have concentrated on strategies to integrate character education into daily lessons, ensuring all staff can uniformly deliver the Civic Character Curriculum.

By embedding Civic Character education into the curriculum, children are becoming increasingly engaged in their learning. They are developing a deeper understanding of their roles within the school and the broader community, leading to increased participation in civic-related activities.

The student council is testament to how effective this is. One example to increased participation is evident in School Council with 'Teamed' in meetings from both Mansfield and Chesterfield sites to include all students. The council is fully student led and when I met with them, they were immensely proud of the various initiatives they have been involved in. They articulated how the 'whole goal' is to make the school better and another student explained how they have started to look at how to improve the yard. The council have also developed the 'safeguarding squad' and have their own logo and notice board. Student councillors spoke confidently about their roles and responsibilities, and it was a pleasure to engage in conversation with them.

The curriculum focuses on students actively learning 'in harmony with positive values, leading to a culture of respect, responsibility, and empathy across all sites.' Leaders are understandably delighted with the impact this is having on children.

They are encouraged to engage with their local communities to enrich their educational experiences and this in turn strengthens community links through visits and engagement in local events. Children visit the local library and can join and borrow books and this strengthens community links alongside strengthening the link between TEAM values of reading.



## Assessor's Evaluation for the IQM Flagship Project



### Next steps

- To research existing exam board syllabus and introduce a qualification to support the ongoing development of the Civic Character Curriculum.
- To ensure consistent delivery of the Civic Character Curriculum through lesson evaluation, lesson observation and peer support to ensure all the curriculum content is covered.

### **B squared (assessment system) implemented**

The school have successfully implemented the B Squared assessment system to enhance their evaluation of processes and ensure that small steps student outcomes are recorded with precision and consistency. This sits alongside a holistic tracker that focuses for example, on EHCP targets, engagement, careers, next steps etc. Leaders recognise they now need to consider well-being. This system is now integral to giving supporting evidence of student progress, specifically in the first phase in English, Maths, and Personal, Social, Health and Relationships Education (Civic Character Curriculum).

Staff engaged in a comprehensive training program familiarize all relevant staff with the B Squared system to guarantee consistency. This was delivered in several ways to ensure all staff can use the system independently and collaboratively.

B Squared data has also been used in determining which 'Pathway' a student follows. It also ensures practitioners can tailor teaching and learning strategies and subsequently provide targeted support. A moderation calendar has ensured there is a focus on a specific assessment area for subjects and this is applied robustly to maintain accuracy and consistency. Regular meetings allow staff to collectively review students work to align marking standards. Feedback and reflection from these sessions is used to refine both the training process and assessment criteria, fostering a culture of ongoing professional development.

### Next steps

- To continue the rollout of B Squared assessment across all subjects to ensure a consistent and accessible approach to tracking student progress and achievement.
- Expand B Squared implementation across remaining subject areas, ensuring alignment with curriculum objectives.

### **Evidence for Learning (digital app for documenting learning) and visits.**

Due to the changes in leadership and reduced staffing numbers, the school decided not to proceed with Evidence for Learning this year. Undoubtedly, the school remains committed to maintaining ambitious standards of inclusive practice and intends to review the implementation of Evidence for Learning at a later stage to ensure it aligns with the school's evolving priorities.



## Assessor's Evaluation for the IQM Flagship Project



### Breakfast for All!

Since the summer of 2024, all Stubbin Wood children have been offered free breakfast through their involvement with Magic Breakfast, a charity supporting schools across the UK to feed children and help end child morning hunger for good.

They receive weekly donations of premium brand cereals; bakery goods and baked beans and the charity also provides as much food as needed to reach all children at the start of the school day.

The school day starts with breakfast on arrival and is an integral part of the daily routines and forms part of continuous provision for aspects of development and learning such as independence skills, mathematical understanding of capacity, physical development, and of course social skills. For many students who begin their school day on transport, breakfast is a welcome snack time as they have been up a while already.

'The students feel involved in a family atmosphere. It gives them independence and choice that sometimes they do not get in life.' (quote from staff).

Staff are encouraged to eat breakfast with students if they wish, providing a valuable opportunity to model positive social interactions. This approach helps students develop essential communication skills, reinforces appropriate mealtime behaviours, and fosters a sense of community within the school environment.

The impact of breakfast is substantial! Staff acknowledge that children are calmer, and this was apparent during my visit. Breakfast is set up in classrooms at the start of the day with different classes choosing how to serve what is on offer depending on the needs of their students.

Many classes opt for the preferred dressed table with students seated around the table whereas some prefer to operate a breakfast bar system where students prepare their own meal and then eat at their own spaces. Staff encourage the children to be seated when eating but acknowledge that routines at home may be different and so this may initially be difficult for some.

A major impact of breakfast is an improved focus during lesson time and for many students, improved social skills as well as an improvement in their communication skills.

The Vice Principal provided examples of children interacting with each other, explaining that previously they would have entered learning space and all be facing the front ready for learning and therefore, minimising interaction opportunities.

Student voice reports that breakfast gives them the chance to make sure they have eaten in the morning. Leaders comment that has been a noticeable difference in the development of manners, communication, and social interaction skills as well as improved self-help skills for older students as they learn how to butter their own bagel or boil the kettle for their cup of tea.



## Assessor's Evaluation for the IQM Flagship Project



During my visit children were collaborating to prepare breakfast counting ingredients and using different implements. Leaders described how older students are becoming more independent as they learn how to prepare breakfast, and I was able to observe Key Stage 4 students using a toaster to prepare breakfast. Leaders discussed how breakfast has encouraged dining room etiquette as well as supporting young people in their preparation for adulthood. They talked about how children are learning to dine together, and how many are now using a knife and fork and developing their fine motor skills.

### Next steps

- Breakfast Provision: Continue offering a nutritious breakfast to support student engagement and well-being, exploring opportunities to expand or enhance the service.



## Assessor's Evaluation for the IQM Flagship Project



### **To improve the curriculum enrichment offer**

Residential trips and visits continue to be a strength of Stubbin Wood. Leaders state that residential experiences are a vital part of their inclusive curriculum enrichment strategy, and they seek to provide all students with valuable learning experiences that extend beyond the classroom, preparing them for future success.

In the past year there has been a trip to Amsterdam via Eurostar where they stayed in hostel type accommodation.

Staff observed how well the students collaborated with each other as well as students from other schools, for example, how to use the coffee machine.

Using trams as a means of transportation, students enjoyed a visit to Ann Frank's house as well as a visit to the Lego shop which was the highlight for many!

The Chair of Governors talked fervently about the confidence the students gain from the trips and how staff enjoy participating in both residential and day trips. She explained how school supports funding for families who may experience financial hardship by providing payment plans and ensuring trips are cost effective. This ensures all students can be included.

### **The expansion of holiday clubs to families.**

The introduction of the holiday swimming club, which takes place onsite in the Hydro Pool has been extremely successful and is now an integral part of the holiday provision.

An indicator of this success is that the clubs are oversubscribed. The clubs have supported families to cultivate relationships in a safe, warm space and one parent commented on how 'the children finally got out in the school holidays' as the sessions include all members of the family. Parents also commented on how this has reduced anxiety.

With the success of the swimming sessions, the school has offered additional sessions of PE-based activities, which were supported by school staff and the wider sports partnership linked to Bolsover Sports Development.

This has enabled parents to have some time to themselves again supporting their emotional health and wellbeing as well as that of the children.

Families have commented on how their faith has been restored that their children can come to school and do these things.

### **Next steps**

- To further develop the holiday provision within school to offer flexible half-day and full-day wraparound care, providing a safe, engaging, and supportive environment for students while supporting families with additional childcare options.



## Assessor's Evaluation for the IQM Flagship Project



### Agreed Actions for the Next Steps in the Flagship Project

#### Project Title: Curriculum implementation

Having worked on their curriculum intent leaders have identified they now need to secure its implementation through an agreed approach to pedagogy.

Quality assurance over the past year has demonstrated an element of inconsistency in practice and subsequently there is a need for increased CPD to improve teacher knowledge of best practice based on evidence-based research.

The school have now increased their capacity as a leadership team and are able to dedicate the time to support subject leaders to develop the necessary knowledge, skills and understanding to quality assure their own subject areas.

The plan is to provide a programme of coaching and mentoring to ensure leaders at all levels can effectively monitor the implementation of their subjects so that they have a good understanding of the quality of education in their subjects, leading to the development of further skills to empower them to be able to measure impact.

#### Target 1

To develop the role of subject leaders in monitoring and evaluating the implementation and impact of their subject areas.

Leaders will provide CPD in specific subject leadership skills including mentoring and coaching, delivering clear guidance on expectations including timescales. They will do this by providing release time for recently appointed middle leaders to monitor Q of E alongside experienced subject leaders.

Timescales and actions:

- Easter 2025 - all long-term plans published.
- July 2025- roles and responsibilities of a subject leader clarified to include expectations, joint scrutiny of plans alongside Vice Principal, subject specific statements of intent completed.
- October 2025 book looks completed.
- December 2025 at least one round of lesson observations completed.

The timescale is for this to be completed by December 2025 and will be monitored by the Vice Principals.



## Assessor's Evaluation for the IQM Flagship Project



### Target 2

To develop agreed pedagogical approaches across school

Leaders will establish a 'party of pedagogical leads;' providing CPD including mentoring and coaching; modelling of strategies and observing best practice; they will also provide evidence-based research to aid understanding.

Leaders have agreed this will be implemented from September 2025.

Timescales and actions.

- July 2025 -SLT will have agreed on approaches to implement from Sept 2025.
- Training will be provided from Senior Vice Principal and Assistant Principals on instructional coaching.
- October 2025 -all staff have been trained on of first three approaches.
- All staff have been observed implementing the approaches, coaching and mentoring for identified staff agreed and delivered.
- December 2025 - delivery of next agreed steps, which include a programme of learning walks, lesson observations and work audits completed.



## Assessor's Evaluation for the IQM Flagship Project



### Overview

What was apparent from the outset is that Stubbin Wood School and Nursery is extremely welcoming to all stakeholders. This is my second visit, and once again, I was welcomed by the friendly team in reception and met by the IQM Lead, who introduced me to other key staff in the vicinity. I immediately felt at ease and ready to enjoy the day.

It was evident throughout my interactions with leaders and members of the TEAM Trust that there is a powerful sense of pride in being part of Stubbin Wood. The passion for inclusion continues to percolate through all areas of the school and from every member of the school team. Staff are enthusiastic and committed, as shown by their positive body language, smiles, and engagement with children. Despite being ill, several staff members still contributed to the review online, and this highlights their dedication to both the children and the school.

In the past year, staffing has changed, especially at the leadership level. Subsequently, there has been a significant commitment to establishing a new leadership structure. The new leadership team have been collaborating with staff on changes to the curriculum, by reviewing intent and ensuring more clarity regarding special educational needs. They have created ways to decide children's learning needs, required support, and ensure a more tailored curriculum.

The school has experienced a significant reduction in staffing and, subsequently, this year has presented a challenge. The school has not had sufficient capacity at the leadership level and in other areas, and the principal outlined how the team had 'paused and spent time reflecting' to move the school forward. Leaders explained that this year, they have had to be more reactive than proactive to ensure the curriculum is robustly planned and delivered, and children receive a consistent education.

The principal illustrated how staff go beyond to support the children, he explained how kindness and compassion are at the forefront of what they do. He explained how staff have taken the initiative to lead classes and manage increased workloads, showing their dedication to the children. Leaders talked about the commitment of support staff to attend after-school events, including parents' evening and how they use their initiative in supporting these events. The safeguarding lead shared how she has been able to use her initiative and introduce refreshments and background music at parents' evenings. She also provides activities for siblings to engage with, and this helps to alleviate any additional stress for parents. She is now known as the 'tea lady' at these events!

Leaders have excellent relationships with children, and they are highly visible throughout the day. During the review, I was able to witness leaders interacting with children, and it was clear that this is routine and not just for show. The principal is clearly well-liked by staff and children alike, and his interactions during the day reflect the high regard they have for him. On touring the school, children were immediately drawn to him, and he addressed them by name; I learned how he has been influential in supporting a Key Stage 4 student in reflecting and managing his behaviour. The rapport that he had with this student was palpable and demonstrated the positive relationships he has with children across the school.



## Assessor's Evaluation for the IQM Flagship Project



The resolute Vice-Principal visibly enjoys similar relationships, and children came to hug her and share stories with her as we visited classrooms. She enthusiastically articulated the introduction of the 'Magic Breakfast', and she has played a fundamental role in its resounding success. Many children have long journeys to school, often up to one and a half hours in a taxi, which can lead to students arriving dysregulated, having experienced any number of issues on their journey. Leaders reflected that not all children were ready for learning on arrival and recognised that breakfast could provide a settled and nutritious start to the school day. They acknowledged that this could also provide them with a breadth of impactful learning opportunities, incorporating social skills and life skills, as well as preparing older students for adulthood and planned a robust curriculum to embed this.

Breakfast takes place until 9:30, when children transition into learning. Leaders explained how a range of activities during breakfast support children to transition seamlessly into learning, in an initiative-taking way, and this is an established routine.

I spoke with members of the TEAM Trust, and their continued support of the school is overt. The school continues to benefit from the support, and the CEO voiced how the Trust continue to support school improvement, having recently collaborated with middle leaders to define roles and responsibilities to foster ownership of the curriculum. The Director of Education and Achievement explained how she has a place in her heart for Stubbin Wood, having previously been part of the leadership team, and this was patently clear in our discussion.

Trust leaders described how Stubbin Wood participates in Trust events and demonstrates good practices to other Trust schools, with school leaders taking an outward-facing approach. The children contribute to the TEAM student council, and students were able to articulate what this means to them.

The Trust have contributed significantly to the planning and construction of the Awe and Wonder area within the school and is immensely proud of this new development. The learning environment provides modern technology, including Virtual Reality headsets, robots and a 3D printer, and I was able to watch students use this technology confidently under the supervision of a dynamic and engaging teacher. The room is bright and spacious and has a 3D nature panorama, which adds to the room's uniqueness. Clouds hang from the ceiling and produce rain, while a large pterodactyl mascot hovers impressively over the room. The Trust describe Awe and Wonder as a 'truly unique space for all pupils' and I wholeheartedly agree, as well as being captivated by the students' competent use of technology.

The enthusiastic PSHRE lead has been in post since Christmas and is committed to providing a curriculum that empowers children to access society and the world. There is a strong focus on understanding emotions and sharing, and this will shift to personal hygiene, healthy eating. Key Stage 4 students are learning about relationships and, in preparation for adulthood, the world of work. She is keen to analyse staff strengths and encourage peer support to provide the most suitable teaching and learning experiences for all children.



## Assessor's Evaluation for the IQM Flagship Project



Trips, visits, and community contributions continue to be an integral part of the Civic Character Curriculum; daily visits are aimed at both curricular and social aspects of the curriculum, and the Chair of Governors commented on the fact that there is hardly a day that goes by when the minibus isn't in use. Older students have contributed to the Teenage Markets this year, which is a Bolsover-led initiative. The lunchtime garden club have grown produce, and this has been a useful learning experience, with them being responsible for planting seeds, watching them grow, and finally seeing the finished 'product' before taking it to market to sell. Sixth form students have made tie-dye t-shirts, which they have also taken to sell at the market.

Key Stage 4 students have participated in junior sports leader training at a local leisure centre and now proudly wear their 'Junior Leader' training tops. Students who have previously been known to be boisterous at unstructured times now coordinate sports events in a mature and well-organised way. They showed me a presentation, and the leaders exuded confidence in describing and explaining how their roles work in school. The presenter articulated their experiences clearly and concisely and was able to answer questions. He is an excellent ambassador for the school.

Lunchtime provision includes music in the form of the open orchestra and the signing choir, and there has been a recent collaboration at the Derbyshire schools' event. I was able to view a recording of this event where the signing choir opened proceedings and both the orchestra and the choir closed the event. It was an inspiring piece of film and showed how the audience (made up of young people and families from several schools) joined in with both singing and signing, along with some very emotional responses from adults in the audience.

It was a real privilege to be able to visit Stubbin Wood once again, and despite the barriers that leaders have experienced this year, it was inspiring to see the progress made since the last review. Inclusion occurs naturally and is rooted firmly in every aspect of the school, and this continues to be palpable as you move around and speak with staff and children. Children continue to be central to the highly inclusive curriculum where differences are acknowledged and celebrated, and there is a shared belief in the potential for success for all, irrespective of their starting point.

I am therefore firmly of the opinion that the school continues to fully meet the standard required by the Inclusion Quality Mark's Inclusive School Award to maintain its status as a Flagship School. I therefore recommend that the school retains its Flagship Status and is reviewed again in 12 months. The next review will look closely at how the school has interacted with its Inclusion Cluster and promoted continuing outreach. Evidence of Cluster working will underpin the capacity for the school to maintain its Flagship status.

**Assessor: Ms Alyson Tolley**

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

.....  
Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd