



## Assessor's Evaluation for the IQM CoE Award



**School Name** Rayner Stephens High School  
Yew Tree Lane  
Dukinfield  
Cheshire  
SK16 5BL

**Head/Principal** Mr Martin Davies

**IQM Lead** Ms Tracey Marshall

**Date of Review** 16<sup>th</sup> May 2023

**Assessor** Mr Steve Gill

### **IQM Cluster Programme**

**Cluster Group** Northwessians

**Ambassador** Mr Matthew Cuss

**Next Meeting** 29<sup>th</sup> June 2023

**Meeting Focus** Building a relationship policy

### **Cluster Attendance**

<b>Term</b>	<b>Date</b>	<b>Attendance</b>
<b>Spring 2022</b>	4 <sup>th</sup> May 2022	No
<b>Summer 2022</b>	5 <sup>th</sup> July 2022	Yes
<b>Autumn 2022</b>	10 <sup>th</sup> November 2022	No
<b>Spring 2023</b>	4 <sup>th</sup> May 2023	Yes

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

Staff at the school have attended two out of the last three meetings this academic year. A member of staff attended the last meeting on the 4<sup>th</sup> May where the focus was on 'Social and emotional support and understanding of 'brain work'. Going forward the school will continue to be active, supportive, and a valued member of their Cluster Group that reflects their clear ethos and values as a school which is open to new ideas and is committed to supporting others. The school remains committed to attending and has identified a member of staff who will be attending the next meeting in June where the focus will be '*Building a relationship policy*' that has a relevance to their identified Flagship Project. They will also be hosting a Cluster meeting in the near future.



## Assessor's Evaluation for the IQM CoE Award



### Evidence

Prior to the review, the school submitted comprehensive evidence related to inclusion. During the day further evidence and information was shared and discussed concerning their COE journey over the past 12 months and the proposed Flagship Project for 2023 – 2024 was discussed in detail and agreed.

Discussions during the review included the following:

- Executive Principal
- Headteacher
- Deputy Headteacher – Inclusion & Progress
- Assistant Headteacher – Special Educational Needs and Disability Co-ordinator (SENDCo), Behaviour, Inclusion
- Assistant Headteacher – Teaching & Learning
- Subject Lead – Humanities & Student Leadership
- Whole School Literacy Lead
- City Year Team
- A representative selection of staff
- Students – Anti Bullying Ambassadors
- Staff and students as part of a learning walk/tour of the school and visit to The Hive



### Summary of Targets from 2022-2023

The school targets from the previous review were based on the development focus outlined below. It is clear that the staff have worked extremely hard to ensure the actions below have been successfully implemented demonstrated in the comprehensive and detailed evidence supplied and a summary of actions taken to meet the targets. The impact of these actions can be seen below:

#### Target 1

#### **Plan and embed whole-school literacy development in-class and through targeted interventions with a strong focus on reading.**

The following strategies have been successfully implemented and are being used effectively across the school. Literacy intervention packages are successfully offered at Rayner Stephens in 3 stages:

- Stage One - Pre-Year 7
- Stage Two - Arrival
- Stage Three - Triangulation

Intervention Packages then offered include:

- Phonics
- Fluency
- Tracking
- Whole-School Reading
- Form Time Reading Curriculums at both Key Stage 3 and Key Stage 4

There has also been a major investment and redevelopment of the old library suite to allow for a full resourced library for students to access, including new stock for the library. Accelerated Reading is used effectively to track reading habits and begin to develop a culture of 'reading for betterment.' Library lessons are timetabled for Key Stage 3 classes with a reading curriculum that has been developed to run alongside their English curriculum.

#### **Next Step:**

To further embed the literacy intervention programme and to develop literacy skills by designing and developing a writing intervention programme.



### Target 2

#### **Increase the offer of targeted interventions for Special Educational Needs and Disability (SEND)/Social, Emotional and Mental Health (SEMH)/Pastoral and Academic needs.**

To ensure this target was successfully met the SENDCo, Headteacher and Hive Manager met to review the current programme of interventions offered and staffing was explored to best match expertise to academic/SEMH/pastoral interventions. Teaching Assistants (TAs) received bespoke training on literacy and on SEMH interventions such as Zones of Regulation. The SENDCo, Assistant SENDCo, Hive manager, Deputy Designated Safeguarding Lead (DDSL) and pastoral manager have attended an Inclusion Forum ensuring that students can be assessed individually and offered interventions that best meet their needs and has also meant avoiding 'overloading' students with inappropriate/conflicting interventions.

Aspire has been rebranded as 'The Hive' and relocated allowing the creation of two designated intervention spaces. The use of Provision Maps have allowed staff to measure the impact of interventions. Feedback from ClassCharts and Student Information Management System (SIMS), has allowed staff to assess the impact of interventions on behaviour, attendance, and academic achievement. The designation of Hive manager has created a key member of staff responsible for monitoring and regularly reviewing the impact of interventions. The successful introduction of tiered Hive packages has allowed the school to provide specialist interventions for students identified as SEMH on varying levels.

#### **Next Steps:**

- To increase the number of pastoral interventions offered by the Inclusion Team and Heads of Year.
- Increase the use of intervention outcome data to evaluate the efficacy of all interventions.
- Support and training for staff to design and deliver interventions in line with areas of specialism and the creation and implementation of more Key Stage 3 academic interventions, in line with Key Stage 4 offering.



## Assessor's Evaluation for the IQM CoE Award



### Target 3

#### **Embed Student Voice and Student Leadership.**

The school has Key Stage 3 and Key Stage 4 Student Leaders. The Year 9 Student Leadership Team have helped recruit the new Year 8 Student Leadership Team. The Student Leadership Teams have been present at all school events and events within the wider community such as charity, fundraising and community events. Key Stage 4 Student Leaders have been given an area of focus in terms of Environment, Business and Finance, Teaching and Learning and Welfare. These areas have also become areas of focus and discussion points in the Student Union meetings. Application processes for the Student Union have been evaluated and updated as well as an interview process for Key Stage 3 and Key Stage 4 and the structure for the teams. They meet regularly with students completing activities for student voice, with external providers and also included is a calendar for charity and awareness days for students to participate in and run independently.

Platform is a branch of the Student Union that is focused on inclusion and making sure that all groups are represented in school. 'Platform for Inclusion.' - The aim of this group is to ensure that all actions taken by the Student Union consider the perspectives and all of the different groups represented in school – LGBTQ+ and different minority groups. Anti-Bullying Leaders are a new branch of Student Leadership with each year group having 2/3 Antibullying Leaders, having undertaken The Diana Award training. Student Voice is focussed through a fortnightly student voice activity in form time. All students participate and responses are discussed at Student Leadership Team meetings with decisions then made and disseminated to the student body.

#### **Next Steps:**

- To increase the number of community events and student leaders' presence within the community.
- Proud Trust trial for a term to support the LGBTQ arm of the Platform Student Leadership.
- Continuing to embed and raise the profile of the different branches of the Student Leadership Teams.
- Link the school values and embed them into the actions and activities of all branches of the Student Leadership Teams. Calendar meetings with teaching and leadership staff to share ideas and information from meetings.
- Create a yearly calendar with events on for the Student Leadership Teams.
- Increase the visibility of the Key Stage 4 Ambassadors and begin meetings for them in September and establish You Said, We Did displays.

After a thorough and detailed review of the evidence relating to these targets during the review and through discussions with relevant staff, I consider these targets to be met. The school will continue to work on each area through the identified next steps.



### Agreed Actions for the Flagship Project 2023 – 2024

Trauma informed approach at Rayner Stephens.

As an inclusive school Rayner Stephens High School are focussed on meeting the needs of all students both academically and pastorally. They have recently joined a pilot programme with their Local Authority Pupil Referral Unit to research, develop and implement a trauma informed relational inclusive approach across the school. This pilot is looking at how trauma affects all of the school community and how to develop the schools practice to implement positive change. The hope is that by incorporating social-emotional learning it will help these children manage their emotional responses and succeed in school. There is an understanding that Traumatic experiences in childhood can hinder a child's ability to perform well in school and neurobiological research has found that trauma impacts brain areas associated with cognition, memory, and learning.

As part of the pilot programme, they are working with the Executive Headteacher of Tameside Pupil Referral Service to further develop their inclusive ethos through the implementation of a relational inclusion project where staff will be upskilled on understanding the impacts of trauma and attachment styles on the learning of the young people they teach. This will involve auditing current practice and developing and implementing a trauma informed action plan. The outcome of which will see a positive development in trauma informed practice across the school for both staff and students.

The project will be enacted in three key areas:

- Workforce development
- Recruitment
- Students: measuring tools/profiling and tracking and Parental community collaboration

From the rationale outlined above, and the detailed actions included in the comprehensive review document provided that all parties involved in the project are keen to see successful outcomes through the steps briefly outlined below, initially split into three key areas of focus:

**Workforce development recruitment** is broken down into three key tasks:

**Recruitment** – with Trauma interview questions being included in the interview selection process. The responses to such questions will inform the school that they are recruiting the right people and if further training and support is required.

**Staff Continuous Professional Development (CPD)** - that will be provided and training a member of staff in a 2-hour trauma training programme to then be delivered to all new staff, as well as a full day training for the Inclusion Team. A Checklist will be established to support and offer feedback to staff linked to interactions and a Relational Inclusion Policy will be provided, including de-escalation workshops and CPD. Staff trained as mentoring champions for all delivery and continuity, skills training, and practice.



## Assessor's Evaluation for the IQM CoE Award



**Staff wellbeing** - that includes daily monitoring of staff wellbeing, key language used between staff to allow staff to step aside from a situation and completion of a Trauma Survey for staff.

**Students: measuring tools, profiling, and tracking** - this will include **Live Aces awareness** where a Live Aces tracker is being used effectively by all of the Inclusion Team.

**Student workshops** - focussed on wellbeing and joint workshops with key students modelled by the representative from TPRU, supporting staff CPD. Thereby ensuring that feedback from staff and students. As well as leading to a reduction in key areas that were addressed and an improvement in staff confidence to deliver improved outcomes and behaviour choices of students.

**Parental community collaboration** - in order to **Increase knowledge to support parents** through a calendar of events that parents are supported with and involves the fluid use of data to identify needs - 6 workshops a year. A Mindfulness bulletin to parents sharing regular CPD links from Tameside.

**Awareness of support** - developing a school to community links project incorporating a community around the child event and building relationships between external partners and parents, removing any stigmas and fears about obtaining support and early help. Leading to an increased engagement between families and agencies through attendance at the planned events and positive feedback from partners and families.



## Assessor's Evaluation for the IQM CoE Award



### Overview

Rayner Stephens High School is a highly inclusive, secondary school in Tameside. They are part of the Stamford Park Trust led by Ashton Sixth Form College. Those involved with the Trust have a shared belief that the young people of Tameside should have access to the best education provision so that the students in their care are able to realise their ambitions for their future and their life chances are improved by embedding outstanding practice. Under dynamic new leadership it is encouraging to see that there has been no loss of momentum since the last IQM Review in fact the pace of change has increased, and they are clearly a school on the move. The vision and values that have recently been revisited and demonstrate the highly inclusive ethos evident across the school and now embedded in everyday practice. They are moving forward determined to provide outstanding educational and pastoral opportunities for all involved. They are an outstanding inclusive school. It is a friendly, vibrant, and developing community with a happy, family-orientated approach.

The review demonstrated that all staff are actively involved in enacting the school's inclusive vision. Interventions and strategies are put in place to ensure successful outcomes and said interventions are continually assessed and evolve to meet the changing needs of students, staff and external partners clearly know the students, families very well. Often going above and beyond what is expected to make a difference as part of the school's relentless drive for all to achieve. What was also clear is that staff at all levels make time to ensure they support each other's wellbeing and work together very well. There is a naturally caring, supportive environment at Rayner Stephens that ensures every student receives the best possible educational experience and care delivered by highly motivated, inclusive, and dedicated staff.

Discussions with key members of staff and external partners during the review was extremely useful in confirming that the school continues to successfully address all elements of the IQM award, supported by documentary evidence both prior to and during the review to enhance and underpin discussions and built on the evidence of previous reviews. Staff actively and enthusiastically engage in discussions, talking about inclusion at the school, how things were improving at a fast pace, review the schools COE Action Plan clearly relating the successes and next steps. There was also an in-depth discussion about the Flagship project for 2023–2024. It was clear that staff see their roles as a vocation not as a job, they are passionate about making positive differences to students and their families. The evidence from these discussions and meetings highlighted the fact that everyone involved with Rayner Stephens is highly invested in providing the best possible experience for students and this has an enormously positive effect on both themselves and their students and is something they are and should continue to be proud of.

It was a pleasure to engage in discussions with staff, students, and external partners as part of the review process and to hear their differing but supportive opinions of the school and their involvement. There is a strong belief that the school is improving at a fast pace and is an outstandingly inclusive place and that it will continue to evolve and change to meet the need of its community, rising to meet whatever challenges occur in the future. It will be of great interest to see how the school has moved forward at the next review and it will be a pleasure to re-engage with these extremely passionate,





## Assessor's Evaluation for the IQM CoE Award



articulate, and inclusive members of the school community. During the review there were a number of opportunities to discuss elements of inclusion with a variety of stakeholders and to visit areas of the school and see the changes since my last visit. These included the following:

A detailed and enlightening meeting with the Headteacher to discuss the school's journey since the last review and the context of improvements and the fast pace of change. Including the extremely inclusive approach whereby the school are part of The National Breakfast Scheme but have broadened their approach to offer free breakfasts prior to school starting to every student and the same at break time, breaking down barriers and providing for all. This also includes Family Dining at lunchtime for years 7-9 where all students sit at a table with their peers, and all have roles in terms of putting meals on tables or clearing up etc. Staff have found that it encourages socialisation opportunities to students, and they are then allowed outside for the last half of their lunch. It will be expanded up the school over the next few years. I had the opportunity to visit the dining hall to see it in action and it was a calm and ordered place with students undertaking their roles and chatting while eating their lunch. We also discussed the schools work with feeder primary schools that will continue to be a focus of improvement and engagement.

An opportunity to visit a Reading Intervention with a focus on the schools Fluency Comprehension Programme for students in Years 7 – 9 who need the support in the school dining area overseen by the schools Literacy Co-ordinator and supported by a team of five City Year UK (charity) volunteers/mentors who worked with a small group of identified students. It was impressive to see the mentors working with 2/3 students and to see the students positively engage with the mentors in reading in front of their group. It is a fantastic programme devised by the Literacy Co-ordinator and developed in conjunction with educational researchers at UCL and HFL Education. It is something that along with City Year UK that should be given a wider audience in schools. It will be interesting to see how the programme has developed at the next review. Later in the day I was able to have a further detailed discussion with the whole-school Literacy Co-ordinator about the superb whole-school literacy programme that he has put in place and enacted. It is a very comprehensive and well thought out package that supports the school's students and is worthy of a wider audience. I was impressed by the scope and breadth of the programme and the school should be very proud of their approach.

After the Fluency Reading Intervention, I was able to meet with the City Year UK volunteers to talk about the programme they are involved in and their roles in supporting students in the school. City Year UK is an education charity dedicated to empowering young adults (18-25 years) to support pupils furthest from opportunity to succeed in school. Where young people are given a year to tackle educational inequality in schools to effect a change and have the opportunity to coach and inspire students to succeed and themselves gain skills to learn to lead and find out who they want to become. As the schools Impact Officer stated, *'The programme is a dual reward; our school's benefit from having a team of near peer volunteer mentors working with groups of students but also the mentors themselves benefit hugely in terms of their own leadership and development'* <https://www.cityyear.org.uk>.



## Assessor's Evaluation for the IQM CoE Award



The volunteers work in Rayner Stephens for 4 days and the final day is spent with City Year UK developing leadership skills. While in the school the young mentors work with students each morning as part of the Fluency Intervention supporting the improvement of reading and literacy skills and then work with their own identified group of 10 students in specific lessons and in 1:1 support sessions and support after school clubs. The young volunteers I spoke to along with the Team Leader and School Impact Officer were extremely supportive of the programme and of their involvement in the school. They all felt that they had been welcomed into the school and accepted as part of the team by the staff and the students. They felt that Rayner Stephens is an extremely supportive and inclusive school. A fabulous accolade and a fantastic programme that would benefit other schools.

Whilst on a tour/learning walk of the school I had the opportunity to see teaching and learning in action and to talk to students and staff. It is very clear to see that the school has worked hard to ensure classrooms and corridors are calm spaces and that everyone is engaged in lessons. Students when spoken to in classrooms and on corridors were polite and responded appropriately when spoken to by staff. It was clear that there are good relationships between staff and students, they are a credit to themselves and the school. I had the opportunity to look at the newly refurbished library that will enable more students to access books and computers and spend time in a quiet and reflective space. I also had the chance to see the newly refurbished science labs and the space where further building works are planned to give the school a new performing arts annexe and to continue to enhance the provision for students.

A conversation with a member of staff temporarily seconded to the Senior Leadership Team (SLT) with responsibility for Student Leadership was enlightening and gave an insight into the school's inclusive approach in this regard with plans to continue to strengthen student leadership roles, student voice and the move to a House System next year. Later during the review, I was also able to meet a number of students involved in leadership as Anti Bullying Ambassadors. It was quickly apparent that they are determined to make a difference in the school and feel they have a wide remit to facilitate change to continue to improve students' lives at Rayner Stephens. We were able to discuss their ideas and a number of suggestions were made that demonstrated their maturity and the breadth of their thinking and focus. They were articulate and clearly felt enabled to speak their mind in a supportive setting. They are a credit to themselves and the school.

I met with the newly appointed SENDCo and the Assistant SENDCo to discuss their roles across the school and it was clear that they are outward facing and want to ensure that all students are able to achieve success no matter their starting points and differences. They are keen to continue to work with all staff and departments across the school. As part of the meeting, we were able to visit the Hive that has evolved from the old Aspire Centre and relocated creating two designated intervention spaces. Where interventions such as Hive red packages, led by trained staff can take place and smaller group interventions, such as "Think Good Feel Good" that we were able to observe in action are provided within the Hive setting. Academic interventions have use of an allocated classroom space allowing them to become more formalised. The spaces are now extremely effective for students across the school. What was clear from the conversation with students in the Hive was that they are well looked after and there is a clear understanding that inclusion means all students, no matter what the barriers to learning are, no one is left out or left behind. There is also an understanding that inclusion is about staff as well as students and all need to be included if they are to support them appropriately.



## Assessor's Evaluation for the IQM CoE Award



I also met with a number of staff with different roles in the school to look at inclusion in terms of how they support students but also how they are supported by their peers and how they support each other. It was very clear from these staff members that staff wellbeing is a priority and that they all feel supported and love coming to work. There is a good evolving staff wellbeing committee and a process that supports them and enables them to effectively support their students as part of the 'Rayner Stephens High School family'. What became apparent as the review unfolded was the passion and enthusiasm that everyone brings to their roles in such a professional and yet warm manner. There is a pride in what they continue to achieve in identifying needs and providing appropriate support given the challenges that staff, students and families have faced. The conversations with staff reinforced my belief that Rayner Stephens continues to be an outstanding school in terms of inclusion, ingrained in its ethos and this is enacted each and every day. Staff are extremely proud of what their colleagues and students achieve on a daily basis and talked with pride and passion about their roles and the opportunities they offered in terms of teaching, learning, nurture, and support.

Students that I spoke with in meetings and around the school were mature and articulate. They gave me their views freely without fear of censure and were empowered to by the positive ethos of the school to share their views. This is the true measure of the respect and partnership that has evolved at the school. Everyone involved should be proud of this and be extremely proud of what they continue to achieve, with the emphasis placed on ensuring everyone is nurtured and included and no one is left out or behind.

The school continues to move from strength to strength in terms of its superb inclusive practice and I am firmly of the opinion that Rayner Stephens High School fully meets the standard required by the Inclusion Quality Mark to pursue Flagship School status. I therefore recommend that the school moves to 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** Mr Steve Gill

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

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