



Report on IQM Inclusive School Award



School Name: Thomas Gainsborough

School Address: Wells Hall road
Great Cornard
Suffolk
CO10 0NH

Head/Principal: Helen Yapp

IQM Lead: Christian Appleford

Assessment Date (s): 12th and 13th May 2022

Assessor: Shirley Young (Shadow Assessor: Joanne Bustos)

Sources of Evidence:

- PSHE SOW
- Book Scrutiny
- School Development Plans
- Curriculum Plans
- School Portrait magazines
- Careers newsletter
- Website
- Student Planner
- Curriculum Plans

Meetings Held with:

- Headteacher
- Deputy Headteacher for Personal Development
- Senior Leaders
- Mixed Age group of students
- Mixed Group teaching staff
- Mixed Group of Support staff
- Governors
- Parents



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Overall Evaluation

Thomas Gainsborough School has 1500 students on roll including a vibrant 6th form of 200+. The new premises, built in 2014, provides a spacious and creative platform for a school that prides itself on being a community school with a core vision of 'Excellence for Each'. The underpinning school values to achieve this are Confidence, Honesty, Positivity, Happiness, Respect and Resilience.

The school is led by the Headteacher and her senior leadership team that includes Deputy Headteacher's for Curriculum and Personal Development. They are assisted by a team of Assistant Headteachers that cover a range of responsibilities including Safeguarding, SEND, CPD, Wellbeing, Events, Enrichment, Values and Ethos, and Academic Mentoring. In addition to the senior leaders there are 5 Heads of House supporting approximately 60 tutor groups. The underpinning ethos for this team is that everyone supports everyone else and the Headteachers view is that the school vision of 'Excellence for each, for all' applies to staff as well as to students. The TGS way works on the principles of the 6 C's. Communication, Collaboration, Clarity, Consistency, Courage and Confidence.

Governance and monitoring are an important part of the monitoring that goes on in the school. Governors are described as 'Embedded' and are welcomed into the school regularly. As well as standard approaches to governance there are additional, more informal methods of monitoring. For example: The staff wellbeing governors are commonly welcomed into the staff bases to maintain an element of operational contact. Another governor regularly sits with students during the social times and ensures there is a current dialogue on the effectiveness of their current support and learning provision.

There are currently 51 students identified as EAL and 23% of students are identified as Pupil Premium. There are 26 EHCP's, 210- 235 K based students and a further 95 students are identified with additional needs. There is a comprehensive set of provisions in place to ensure that the needs of the students are met. Most noticeably is the 'Access' provision which provides a nurture type environment for KS3 and KS4 students. One student spoken to in the 'Access' provision for KS4 acknowledged that she did not particularly like school, had not always attended regularly and did not always get things right. However she did feel supported by the 'Access' provision and the teachers to enable her to access her best potential in education in the best possible way. The student claimed that she trusted her teachers and felt she was more than adequately supported to begin sitting her exams imminently.

The school draws from between 16-18 feeder primary schools and takes in students from 2 counties. The school continues to be oversubscribed but also accepts students from the 'In Year Fair Access Panel' and at the time of the review was currently reintegrating 2 students on a managed programme. As part of a comprehensive transition programme every student and family are met by a school leader on an individual basis. The transition programme includes a full on-site schedule for all new students in the last week of term and is further supported by a 2-week summer school. From Year 5 onwards the Assistant SENCO also attends the EHCP reviews for children



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that are anticipating the school as their secondary option and provides additional transition support for targeted children.

Students opt into a curriculum pathway choice from Year 7, allowing them to make personalised choices of study according to preferred areas of interest from the very start of their journey. Parents were keen to identify that they felt the transition programme was quite significant in ensuring that their students settled quickly and happily into the school ethos, vision and values.

On admission students are immediately placed into a vertical tutor group and the tutor will stay with them for their 5-year school journey. Students are allowed to request to be placed with a certain tutor or House for sibling or family links, should they prefer this. Parents felt that the 'TGS Way' and zero tolerance ethos is a significant part of ensuring this works. One student was able to describe how a Year 11 student invited him to visit 'G Block' with him so that he could show the younger student how to log his evidence for TGS challenge awards. The Year 11 student was previously unknown, other than being a peer in the same tutor group.

The 6th form provision has grown significantly in recent years from approx. 45 to 200+. Leaders have recognised the reasons the students have chosen to opt for alternative post 16 provisions but have worked to provide an increasingly varied choice of curriculum options to enable the provision to grow, hence there is a growing trend of students opting for A-Level subjects. The 6th form building is separated from the main school but opportunities for all students to use the facilities are in place. The atmosphere in the 6th form learning environment is highly focussed on study and learning. Students are clearly trusted and treat the environment and opportunities respectfully and maturely, focussing on their studies. There are numerous examples of where students have been additionally supported in their studies, and leaders and students are proud of the relationships that allow for the support to flourish.

NEET figures for the school are low. Current numbers predict 5 students will become NEET but leaders are still working with these families to try and achieve an improved outcome.

All students have open access to the student services. A non-teaching student services manager leads this service. The team consists of 7 learning mentors all with a speciality. For example: ELSA training, Attendance, Mental Health First Aid and Bereavement. Students can self-refer and are able to drop in at all times. Learning mentors are timetabled to be available on call to ensure there is always somebody available. Staff can also refer if they become concerned or aware of a concern that needs addressing. Additionally parents also have contact with this service if they need additional support for their child. Looked After Students are tracked by the student support services managers. The Student services team draw on further support from outside providers and projects including school Chaplains, The Porch project, the School Nurse.

In order to ensure that information sharing is robust the Student Services team produces a daily set of minutes that are shared with all staff. This allows for updates on personal circumstances that may affect engagement with learning to be shared with all staff.



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The school holds a series of academic collapse days where students attend with a parent or guardian to discuss their current progress and next steps with the key leader for the child. The attendance rate for these has been approx. 93%. Where an adult is unable to attend, leaders are flexible and arrange alternative dates and times that are more suitable, in the most difficult of circumstances students are encouraged to attend on their own. Where students are unable to work at home during these days, provision is made within the school to accommodate learning and supervision. Parents found these opportunities useful and valued the one-to-one discussions.

The whole school community is strongly encouraged to become involved in activities outside of the standardised curriculum. A comprehensive set of programmes for extra-curricular enrichment, another for co-curricular enrichment is emailed to the students on a periodic basis. Several of the students spoken to were able to talk about which of these additional programmes they had become involved in. Furthermore the schools challenge award program for the 'TGS Way' provides multiple other opportunities for the students to try new things or be recognised for commitments and achievements outside of the school curricular.

Students readily welcomed us as visitors as we toured the school environment, visited assemblies and lessons. On the morning of our arrival a student had recently been nominated for a Headteacher award for writing a welcome letter to a Ukraine refugee. The letter was written in the Ukrainian language that the students had researched using the support of Google translate. Rewards are a central part of achieving the Thomas Gainsborough School ethos and vision. Students are very much aware of what is required to achieve the awards and wear their ribbons with pride.

A grand piano is available in the main student foyer and students are encouraged to play at free will. Reading rooms are available on each floor of the building to encourage children to sit in social groups and enjoy reading. There are multiple areas around the site for students to sit in comfortable chairs to read or study in groups or to sit and chat. The environment is extremely well presented and maintained. Displays and furniture are meticulously maintained to provide a safe, trusted and respected environment for staff and students alike. During our visit a 3D Art display was placed in the foyer for students to view during social times and a kindness tree was ready to be implemented for the following weeks initiative.

The Inclusive ethos that surrounds the Thomas Gainsborough community is infectious and inspiring. Students' behaviour is highly impressive and the mutual respect and trust that exists between staff and students creates an atmosphere focussed on learning and personal development for all stakeholders. Staff and students are happy, they are empowered and they are confident. My visit to Thomas Gainsborough is one that will stay with me for its truly inspiring, community atmosphere that allows everyone to aim high, flourish and experience new opportunities.

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



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I also recommend that the school should consider applying for Centre of Excellence status subject to the inclusion within its plans of the appropriate areas for development and the completion of the Centre of Excellence documentation. If the school chooses to pursue this status and it were to be awarded the school would be subject to annual review from this point forwards.

Assessor: Shirley Young

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

A handwritten signature in black ink, appearing to read "J. McCann", written over a dotted line.

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



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Element One - The Inclusion Values of the School

Thomas Gainsborough School wants all students to achieve their potential both academically and personally. The values underpin and embed all the work they do, Honesty, Confidence, Respect, Resilience, Happiness, and Positivity.

School staff, in conjunction and collaboration with professional growth, liaison with the Trust and external agencies ensure no 'stone is left unturned' to allow every child the best possible education and opportunity to grow and flourish socially. Students and staff work together and create an environment where everyone feels safe and are part of an inclusive community. Students are taught to respect and value others, regardless of their differences in gender, age, race, ability, disability or background. Where this is not seen, prompt and robust procedures are activated to address misconceptions and re-educate.

The Headteacher's welcoming comments were "Give them what they need to succeed, no student should feel different. Our vision of 'Excellence for each, for all,' is for our students and our staff.'

Behaviour demonstrates high level inclusion and reasonable adjustments are always made where required.

Staff create an inclusive and welcoming environment through consistent demonstration of the school's values and ethos. High expectations are maintained in and beyond the classroom.

Collaborative working is at the core of all approaches to planning, from liaison with Primary school colleagues to Post 16 college.

Subject leaders work with teachers and Trust colleagues on planning and reviewing teaching and learning.

Teachers are invited to contribute to a review of key practices e.g. assessment and reporting.

The school leaders, students, and governors were all highly aware of 'The TGS way.' Communication, Collaboration, Clarity, Consistency, Courage and Confidence are the underpinning formula which helps all leaders, staff and students achieve the vision and values.

The ethos is built on respect and zero tolerance of the expectations. The consistency and effectiveness of this approach is observed in a highly trusting and transparent community that allows for all doors and areas to be open at all times and the environment has an 'access all areas' approach where equality and respect are central to the day-to-day routines.

An identified number of toilet facilities are about to become non gender specific.



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A class of 'Access' provision students were observed working independently and confidently. Support materials for literacy were available in place, some using laptops, some using headphones. Teachers were actively involved in support and feedback. Students in the KS 4 'Access' provision preparing for exams were confident, despite having a disrupted access to education, and they were working independently.

Key groups operate in school. For example: Eco group & LGBTQ+. Celebrated days for these areas of focus are well supported by the school. For example: The Rainbow Laces day sale saw over 200 laces sold in under 24 hours. Enrichment days and RSE/PSHE curriculum have clear topics and themes that support the learning, understanding and celebrating of differences. This includes supporting Fundamental British Values and Spiritual, Moral, Social and Cultural understanding. Curriculum lessons such as Religion, Philosophy and Ethics teach and debate inclusivity and respect within the community.

Teachers say that the needs of students are met in different ways. Teachers are encouraged to share their best practice. The Trust CPD days are particularly appreciated, staff are allowed to pick the areas that they would like to focus on for their own development.

Flexible working hours allow for staff that wish to change their work/life balance, to do so. Staff are Allowed to move to part time. An example of this is where a member of SLT led the way in being able to go part time.

Everyone respects everyone else and the skill set that they can offer. Consequently teachers can teach, support staff can support. Students appear to flourish.

Next Steps:

- To continue to develop the inclusive practice and ethos in school.
- Create regular displays which are updated in line with key topics.
- Continue with CPD and training to upskill staff. For example: completion of Senior Mental Health Lead award, SEN support, Trauma informed training.
- Complete audits of RSE/PSHE and enrichment days as cross curricular learning for key topics on inclusion and support.
- Continuation of sharing practice across the Trust as lead partner school.



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Element 2 - Leadership and Management and Accountability

The school is led by a senior leadership team that includes a Deputy Headteacher for Curriculum and Personal Development. They are then assisted by a team of Assistant Headteachers that cover a range of areas including Safeguarding, SEND, CPD, Wellbeing Events, Enrichment Values and Ethos, Academic Mentoring. In addition to the senior leaders there are 5 Heads of House supporting approximately 60 tutor groups.

SLT meet every single morning for 40 minutes to complete strategic planning for the day. Ensuring duties are covered and to ensure there is robust communication and collaboration. There are daily briefing notes shared by the Students Services team that highlights areas of additional support or concern ensuring information is shared efficiently.

Staff are empowered to contribute to and be involved in all aspects of the school provision. Accountability is robust, led by the Headteacher's reminder that 'you are only ever two weeks from chaos!' reminding the staff and students of the underpinning principle of consistency and zero tolerance.

Leadership development is key. Opportunities exist across the school for leaders or link opportunities with regards to their roles. Forging links with other schools outside of the trust is also encouraged. For example: a link with a school in Wapping has been found to share ideas; whenever a staff member goes on a CPD and comes back with a network link, this is shared; A Trust is day planned where all staff are collaborating for a sharing of best practise.

There are multiple opportunities for middle leaders. For example, one head of house requested an opportunity to complete their masters' leadership. This is now being funded and supported by the school with an opportunity to sit on and shadow the senior leadership team.

Within the support staff team there is a learning mentor meeting at the end of the day. This team is empowered and trained to make decisions about provision. Staff talk about the student voice, outside agency, and parent voice. The team appreciates the skills of other team members and is more than happy to pass students on for a better working relationship.

There is absolute clarity on individual roles and responsibilities. All staff have their areas of responsibility and roles and they are clear on their vision, their purpose and their direction of travel. Communication is absolutely central to the staff acting with autonomy, they feel trusted and empowered. The teams of staff spoken to were keen to identify that their Headteacher trusts their decisions. "We all speak the same language, the culture is one of transparency, respect and empowerment."

The Headteacher is central to this ethos. Described as a certain type of person, she shares the same values, holding staff accountable through a shared set of beliefs. The staff lead by example, and model those beliefs. There is a culture of coaching. Staff at all levels are keen to share what is working well and encouraged on a wider basis to share their best practice. Staff appreciated that they all get an opportunity to contribute. New



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leaders were invited to a strategic leadership day on a Saturday. For those staff it was the first time that as a collective team, they had come together to contribute to the school development plan. Leaders at all levels know what the priorities are for their school.

Governors are described as embedded. Each has their designated areas of responsibility linked to school improvement and conducts regular monitoring visits. These visits can be unplanned as the governing body are strongly encouraged to fully immerse themselves in the school community. There are linked governors to Pupil Premium, SEND, LAC. The trust has provided a centralised agenda for safeguarding monitoring visits.

There are a team of approx. 60 tutors in the school, 12 in each house. The house captains regularly visit the tutor groups. Tutors are then RAG rated to identify excellence and areas for support. When support is required the SLT provides cover so that the tutor can experience modelling.

Next Steps:

- Further embedded strategic meetings between key staff.
- Continue opportunities for professional growth and training. Completion of senior mental health lead award (AHT).
- Developing middle leaders to support in the monitoring, and development of staff for the inclusive delivery of the curriculums through context sheet reviews and learning walks, book scrutiny.
- Complete review of ACTUTs and ARD support for students.



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Element 3 - Curriculum –Structure, Pupil Engagement and Adaption

All curriculum areas have clearly planned and sequenced 'learning journeys' which are available at all times to students, parents and teachers. This enables them to understand their pathway and access the learning throughout. The curriculum is specifically designed to be broad and engaging. Curriculum sequencing is designed to systematically build understanding throughout the learning journey.

All curriculum teams have been required to include a reading-based priority in their subject improvements plans for 2021/22. In academic tutor time a dedicated reading session has been added weekly, which is coordinated by the heads of house and senior leaders.

Teaching of the curriculum and personal development at Thomas Gainsborough School is adapted to meet the needs of the pupils. Where students need additional support, the Access provision plays a part in developing learning and understanding.

Students opt into one of three curriculum pathways when they join in Year 7; 'Grammar', (Allows for access to additional lessons on language type lessons or Latin); 'STEM' (provides a focus computer, media-based type studies) and 'Broad' (allowing for greater focus on Creative Arts type subjects)

Careers education begins in Year 7, initially with enrichment days. 'Future ambitions' is one of the first lessons. Local employers are deployed to share their experience of their employment in a 'What's my job' series of talks. In Year 8 there is also an opportunity to speak to local businesses and employers. Year 9 sees the beginning of the process for options.

Year 10 students have a one-to-one career interview early on in the academic year, which allows for time to plan for attending identified local open evenings. Trips to local apprenticeship options are also scheduled. For example: BT, Sizewell and some college trips to ensure that all students are exposed to something appropriate to them. Students are identified and targeted through a triangulated conversation with various key staff. Employer workshops also take place for certain areas. The careers lead has personally completed a series of careers TV interviews where employers have been interviewed about their work and this is now available on the school website. There is an ethos of linking careers and job routes into curriculum choices and mapping. The school Alumni is exploited wherever possible.

Exposure to university is emerging and the careers leader and team are starting to track what the exposure is, attempting to understand what the barriers to considering university might be. A careers newsletter ensures all opportunities are communicated to all stakeholders, including adverts for apprenticeships etc and open days. This culminates in a Year 11 graduation with their ribbons attached which summarises the achievement evidence the children have achieved throughout their 5-year journey of development in and out of school. Throughout the school journey students compile their records of achievement by collating their evidence in folders.



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The RSE provision includes 5 drop down days that cover the statutory RSE curriculum as well as living in the wider world. In order to further enhance the curriculum there is also a PSHE lesson delivered to Year 7, fortnightly. This is further enhanced through the use of outside speakers. For example: On the subject of County Lines, the St Giles Trust and an ex-offender delivered a workshop to the students. The School Nurses attend every enrichment day and these were most recently added to the 6th form due to an identified increase in sexualised concerns. Monitoring of the impact occurs through small student working parties.

The school highlights and embeds British Values through academic tutoring, enrichment activities and expectations in lessons. The nature of British values is explicitly delivered at least once a year through PSHE/enrichment sessions. Cultural capital and theme of the fortnight further develops understanding. The Cultural Capital scheme of short lessons is tied into the themes. Tutors are given pre-planned delivery sessions. There is a planned 5-year journey to ensure there is no repetition of these for the students.

Super-curricular and co-curricular calendars are shared at the start of each half-term and attendance and participation is monitored and tracked to ensure all students access something at some point. The 6th form has 'Super curriculum Wednesdays' where students become involved in something outside of the normal curriculum. This can range from litter picking to supporting community projects or providing support in access classes in the main school.

The students are highly knowledgeable of the rewards culture. During the celebration assembly, students from every house received recognition for accumulated merits, as well as completing acts beyond the basic expectation. One student received a Headteacher award for a fundraising initiative in local primary schools, with support from a Facebook page, the funds supporting the British Red Cross charity. Reward trips are flexible to allow students to recover from minor or one-off misdemeanours and show an improvement in their attitude. If the issue occurred in September and has been proven as a one off then a decision would be made to allow a child to attend the end of year reward trips.

Next Steps:

- Continue to embed the modelling strategies used in our reading and writing sessions that enable all students to succeed.
- Develop 'Access 3' provision for those not attending and to allow for reintegration back into school.



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

Lessons are 100 minutes long and students embraced these, explaining they felt they were allowing for “improved opportunities for explanations and better learning”. Subject leaders monitor teaching and learning in their subject area through lesson observations, book studies, pupil perceptions and interviews. Assistant Headteachers, support this process and offer a critical friend approach to support and develop.

Behaviour in the school is excellent, supported by a high level of consistency from staff and a strong presence from the Senior Leadership Team. There is a developing culture in the school which encourages teaching staff to take risks and be braver in the delivery and range of activities and tasks in lessons to support and enhance pupil engagement.

The building and facilities offer students the opportunity to learn in a modern environment with up-to-date equipment and resources.

Specialist support classrooms used for ‘Access’ lessons allow learning to take place in a ‘classroom environment’ but away from challenges, such as sensory over-stimulation, and allows accessibility for student support and wellbeing.

Throughout the school, there are working spaces where groups or individual interventions can take place. These can include lesson breakout areas, small meeting rooms, conference rooms or offices. This allows support for social/emotional interventions including ELSA sessions, academic mentoring or other support needs.

Classrooms are welcoming learning environments and encourage students to learn and be respectful. At the same time these also offer alternative locations when the need arises. Learning environment displays are uniform and represent the culture of high expectations and consistency across all aspects of school life. The school values are prominently displayed around school to confirm the schools supportive and inclusive ethos.

The school has a number of safe spaces for students to use at appropriate times, from prayer areas to spaces at Students Services, and the Learning Support Centre.

The learning environment within the ‘Access’ provision has been specially designed to ensure children are less at risk of sensory over-stimulation. This environment was created following clear planning within the new build of the school and on advice and guidance the school support teams.

Next Steps:

- 2021-22 has developed greater collaboration of resources within subject teams, this is a focus for summer 2022 with time being made available for teams to meet together to share the best of their practice and ensure that students' experience is consistently strong in every classroom.



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Element 5 – Assessment

At Thomas Gainsborough School assessment is used to inform classroom teachers of future planning, to ensure gaps are addressed. It is used to inform subject teams of the strengths and areas of the curriculum to develop based on the needs of the students. It allows students to see their position in their learning journey and identify their personal next steps.

Additional assessments, such as termly reading tests for students in the lowest 40% are used to inform teaching and to measure progress for students completing specific intervention programmes.

Progress checks ensure that the input made by all students is acknowledged. This is termed their “approach to learning.” Progress measures acknowledge progress for students from all starting points towards common goals. This means that students can all receive recognition, praise and rewards regardless of prior attainment.

A wide range of qualifications is available, including extended projects and vocational courses which mean all students can gain accreditation in areas linked to future vocations and recognising wider skills.

Go4Schools is used to regularly monitor and track student progress. KS3/KS4/KS5 tracker documents are reviewed by Subject Leaders and Heads Of House, in order to support ongoing conversations.

Departments ensure that feedback identifies next steps and supports how they will succeed. Modelling and scaffolding are also routinely used in feedback lessons to support the process. Students also have opportunities to improve their work in lessons through ‘purple pen’ work, where they can put the feedback into practice.

Departments share with students mark schemes that are used. For example, GCSE, A Level or B Tech mark schemes. This allows students to have a growth mindset and become familiar with the criteria for the top levels.

As part of our Thomas Gainsborough School classroom expectations, teachers are expected to question students through a variety of methods. Cold calling is used to ensure teachers have a clear idea of individual needs in the classroom and how to best address these as part of personalised learning support.

Staff work closely with students in their classes and this allows clear analysis that can inform information on context sheets for review and planning.

Students within the ‘Access’ provision have bespoke and individualised learning and curriculum planning. Their needs are well known to staff and have been developed through collaborative planning work.

There are benchmarks for periodic feedback to occur and this can be verbal in the moment or may be written and involve a variety of techniques. The focus is in ensuring that students know their point in the learning journey and what they need to do next.



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Books are Thomas Gainsborough School printed, some with specific coloured paper to support an identified support strategy. There is evidence of peer marking, some teacher feedback and a variety of teaching methods.

When observing students in lessons they are independent, confidently referring to support materials and scaffolding tools. They are able to talk about their learning confidently.

Next Steps:

- To develop further improvements to the assessments and reporting at key stage 3 - following Covid to make sure that each subject has a clear objective for their key stage 3 programme and that this is shared with parents and students.
- Collect parent views following Academic Review Days on systems of progress checks.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

At Thomas Gainsborough School the personal development of students is of a high priority. The school's vision statement, 'Excellence; for each, for all' and their values; Respect, Honesty, Happiness, Resilience, Positivity and Confidence is at the forefront of the Thomas Gainsborough community. Students' Spiritual, Moral, Social, and Cultural development is central to the school tutoring programme and offers both social development and academic support.

Lessons have an open-door policy and can be observed as calm and purposeful during both formal and informal at all times.

Where students do not meet expectations, interventions such as report cards show the tracking of the daily behaviour of key students. A weekly behaviour review sheet is shared for monitoring and action on students who have received warnings.

The Thomas Gainsborough School expectations are on classroom walls and teachers refer to these throughout lessons when necessary and follow the school's behaviour policy. There have been 53 exclusions during the last academic year and this shows an improving trend with a decreasing list of repeat offending students. A particular case study exemplifies the school's attitude to their attempts at keeping children engaged in education. A Year 9, LAC student with an EHCP for Cognition & Learning and SEMH were at risk of permanent exclusion for physical assaults on 2 members of staff. Following a series of supportive meetings to reintegrate the student, 1 day outreach support with the local Pupil Referral provision and the addition of a care farm 1 day a week, and a risk management plan, the student is now continuing to attend full time education via the 'Access' provision. This student was supported in avoiding a permanent exclusion through the use and application of the creative approaches to therapeutic intervention and the Trauma informed approach to resolution.

An additional internal exclusion facility allows for reasonable adjustments to be made, appropriate to the students' needs. Leaders move the students around according to the student and the issue and the circumstances of the concern or incident. Parents are fully aware of the expectations of the school. They are made aware of this during the transition into the school and at various reminder opportunities.

Learning mentors work collaboratively to share information and strategies to resolve conflicts and challenge poor behaviour. Staff have access to detailed information on specific needs of key students. Learning mentors' daily minutes further underpin areas of support given to students and families.

Character development is embedded through the school's values and ethos on a daily basis in all interactions. Students receive messages & information about British Values, challenging stereotypes & accepting differences through enrichment days, PSHE lessons and assemblies. Encouraging students to be considerate, inclusive of differences and having a robust policy to deal with prejudice related incidents. The 'Theme of the Fortnight' includes topics such as One Kind Word, Diversity & Anti-bullying. Students are encouraged to become involved in the life of the school. There are challenge reward schemes where students are encouraged to provide evidence of



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achievements inside and outside of school and then become recognised for it. The extra-curricular programme is emailed directly to students along with a co-curricular enrichment programme. Students are keen to become involved and are excited about the opportunities afforded to them. However they are also clear about the criteria to achieve and mindful of the zero-tolerance culture which, if contravened, could prevent them being able to do extra-curricular trips. An example of this is the mobile phone policy. Students are allowed to use mobile phones outside of the classroom. Inside of the classroom there is a zero tolerance, that students say is rigorously enforced. Consequently students were observed using their phones responsibly and calmly.

Leadership opportunities for students are multiple. House captains were observed in assemblies handing out awards. There are head boys and girls, sports leaders and various other opportunities for students to become involved in the school.

Competition opportunities are extensive. Some are in-school, others are national. For example: Writing, competitions and Community initiatives for the jubilee. There are also cross trust competitions including book mastermind, a 6th form inter-trust 6th form challenge, and Spelling Bee challenge.

Trips offer a variety of local and international experiences. Planned and advertised for the next 5 years to allow parents to plan financially. Financial difficulties are supported but some trips are curriculum linked and in these places, contributions are requested but not enforced.

Next Steps:

Part of the School Improvement Plan for 2022 has a clear focus on developing 'students place in the world' and 'strengthening tutoring' through:

- Attendance (support following covid), RSE & PSHE, careers, wellbeing and cultural capital.
- Upskilling heads of House, the TGS way, role of the tutor



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Element 7 - Parents, Carers, Guardians

Supportive communication systems are in place that allow instant collaboration for support, progress, safety and wellbeing discussions and development. The school values all stakeholders and regular communication, whether via telephone, email, parent mail or other means, ensures a mutual partnership and community cohesion to support all students is at the heart of what the school does. Staff are in regular communication with parents, whether this is through phone calls, emails, planner, Go4S, Academic Release days or meetings. This has supported positive relationships and two-way communication with families.

Parents are encouraged to become a part of the school community. One Carer spoken to was able to describe how the school supported a child transition into mainstream education where there had been significant gaps previously, the students have now developed a love of learning. The Carer trusts that a member of staff will attend every PEP or TAC meeting and that the person would be well informed about the progress of the child in their care.

The academic review days give families the opportunity to share information with teachers during progress discussions. Academic review days are strongly attended by parents with consistently over 90% of parents being able to attend, with those who cannot make it on the day having separate appointments at more convenient times.

The school's newsletter 'Portrait' is shared with all parents and is well received and of a high quality, with the opportunity to offer feedback being given to support future editions.

Next Steps:

- As Covid-19 restrictions are removed and moving forward, the school is returning to previous events involving families. For example, ARD days in person, school performances, trips and visits, school sporting events that all enhance links with parents.
- Further enrichment activities with support of the community and families will be sought (e.g. Magic Man currently in place) to further develop mutual and beneficial relationships.
- Half-termly drop ins for parents at the leisure centre for support on all aspects of SEMH and wellbeing, online safety and other key areas identified to also begin.



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Element 8 - Links with Local, Wider and Global Community

Every student within the school has access to a wide range of community resources to enhance their learning including local, national, and international trips and visits, extra-curricular enrichment opportunities and extensive opportunities for leadership and community work. The students are encouraged to become active members of the school community and local community. This through school-based activities as 'leaders' and in line with the school's value and ethos.

Thomas Gainsborough School is part of the Unity Schools Partnership and is regularly working with the other schools to support curriculum development and learning opportunities through collaboration and planning across the trust. As part of the ethos and school values, and initiatives such as Theme of the Fortnight and Cultural Capital work, students are constantly encouraged to become global citizens. These are constantly evolving as the teaching is reflecting and evaluating how this impacts the students and how teachers and leaders can promote the student voice locally and globally.

The 6th form super curricular plans allow opportunities for students to support local primary schools with literacy, numeracy and personal development opportunities. The school curriculum involves regular engagement with and learning about the local community. For example: Geography field trips, local walks and visits, in line with community wide programmes of learning. In addition there is regular learning about the global community and chances to develop a more global understanding. For example: History lessons. The curriculum is designed to provide exposure to international figures and key events in a variety of different subject areas. This also includes partnership work with international schools and international trips and visits.

The school prides itself on being a community school. The facilities, including a sports centre, swimming pool and library are all shared by the local community and feeder schools both inside and outside of school hours.

Students have undertaken projects and charity events focussing on how they can make positive and sustainable changes to help others. For example: The ECO club planning a 'river tidy' and local litter pick.

There are multiple examples of fundraising. An assembly advertised the annual Race for Life event, which previously raised in excess of £16,000 for the cancer charity. Each house has a charity, picked from local, regional and international choices. Each half term there is a non-uniform day for a charity. All of which are suggested by students. The students then pick what they will purchase as a class with the money raised. For example: Big yellow Friday for children with liver disease. This was linked to a student that had a sibling with this issue. There is a culture of recognising students that are contributing to charities outside of the school. One student completed a 12-hour sailing challenge and raised £12,000. Locally students have supported the Cat Sanctuary and bike recycling and See-Saw, another local animal charity.

A charity cup is available for the house that raises the most money annually, the inter-house competition for getting their ribbons on the cup is quite energetic. More recently



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an exercise bicycle was placed in reception, students and staff collaborated to see how many miles they could cycle. There are lots of community events that encourage all students to be involved in events outside of the classroom.

Next Steps:

- We are aiming to fully embed students' rights throughout the school in its policies, practice and ethos to support excellence; for each, for all in line with the school values.