



## Report on IQM Inclusive School Award



**School Name:** Bredon Hill Academy

**School Address:** Elmley Road  
Ashton-under-Hill  
Worcestershire  
WR11 7SW

**Acting Head/  
Principal** Mr Mike Orton

**IQM Lead** Mr Mike Horton

**Assessment Date** 27<sup>th</sup> & 28<sup>th</sup> January 2026

**Assessor** Mr Craig Burrows

### Sources of Evidence:

- Policies
- School website
- School tour with the Headteacher
- Extra-curricular tour
- Displays and classrooms environment
- IQM Self-Evaluation document
- Student meeting
- Book scrutiny for all year groups

### Meetings Held with:

- Headteacher
- Governors
- Senior Leadership Team
- Students (across all year groups)
- Student leaders
- Teachers
- Teaching Assistants
- Parents/carers



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### Overall Evaluation

Bredon Hill Academy serves an ever-increasing diverse catchment area attracting students from varied social backgrounds. The oversubscribed middle school prides itself on solid positive relationships between staff and students that underpins everything they do. The school is part of the Worcestershire Hills MAT along with three other middle schools. Adults conduct themselves in a respectful way to model students' responsible behaviour, aware that this contributes to young people's character development.

It is crystal clear that inclusion is high on the agenda at Bredon Hill; this is underpinned by the importance placed on knowing students and families inside out. This allows staff to stay one step ahead of major issues and plan effective support. The Headteacher said "every single one of our students has full access to our complete curriculum offer". The Headteacher and his Senior Team work incredibly hard to ensure that the resources are readily available to ensure every child receives the support they need and they are constantly sourcing different streams of funding as well as getting the very best value from the pupil premium funding.

The positive and respectful relationships between students and adults have a massive impact on decision making and their effectiveness. At this school, student voice translates into young people truly voicing their opinion without fear of repercussion and with expectation to be heard and acted on. One student commented "staff really listen to our ideas and genuinely care about us". The student went on to give the example of positive changes in a new 'emerald' top layer within the reward system as just one example.

Students are very proud of their school and feel their voice is both heard and valued. One student reported back how much support is on offer and "the opportunities for us are incredible and really helped my social skills and make new friends".

Students talk enthusiastically about the many trips they go on and the vast array of extracurricular clubs that are available to them. Recognition is important and this again is valued by students and staff who talk very positively about how their efforts are recognised and rewarded.

Students appreciate all of the support on offer and "every single student has someone they can go to if they need help. Our teachers are really nice and always want to help" said one Year 8 student. The students have access to a vibrant outdoor area which includes extensive gardens tended by a dedicated member of staff and a team of senior student gardeners.

The wellbeing of staff is very high on the agenda of the SLT and this is really valued by staff who are then inspired to develop not only their students but themselves day in day out. One teacher said that they (Senior Leadership) are "very supportive and always check in following any issues". Another said that "SLT are very approachable and have a complete open-door policy". Staff are very happy and this results in low turnover rate which can only benefit the students considering how much they value the crucial



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relationships they develop with their teachers. Staff feel supported and they are listened to which again results in mutual trust.

Inclusive practice is at the very heart of teaching and learning at the school. As a school heavily built on positive relationships, staff pride themselves on knowing their students, and families very well not just from an academic stance but personal and social ones too. The 'Triage Panel' ensures there is clear oversight on all areas of concern for students ensuring rapid and impactful interventions and support. The panel is made up of key stakeholders that include senior leaders responsible for SEND, PP and Safeguarding in addition to key pastoral leaders and the school councillor.

The school is very proactive in identifying needs and swiftly puts in place a very broad range of impactful interventions. A great deal of time is spent working with first schools and other agencies to ensure needs are met so students hit the ground running. The staff body have a genuine passion and they take pride in the fact that "inclusion is just normal here and neurodiversity is celebrated" and "CPD is driven by the needs of our children". In the encounters with staff, it was clear they all go the extra mile to do everything possible to support the students in their class and understand their needs.

The teaching assistants are experienced and well trained. It is quickly evident that staff in all areas know their students and greet them wherever they are in the building. Teaching assistants have access to fantastic CPD and are encouraged to grow and develop within the school. They are a passionate team and one TA said, "the communication with teachers is really strong and we know exactly who needs support."

There is an incredible thirst for knowledge at all levels of the staff team and training is constantly sought to ensure the best quality provisions are available to students. Staff have high expectations of all students and the learning environment is excellent.

The curriculum really engages students and they are fully invested in their journey helped by incredibly enthusiastic teachers who have a genuine love for their subject and students. In addition, this leads to an outstanding learning environment in every class seen.

Parents really appreciate the effort that staff make to get to know their children and them. The parents spoken to all confirmed their children are happy at school and that hasn't always been the case at other schools. They confirmed that staff were very accessible and any communication is swiftly acknowledged and actioned. Parents spoke very positively about the focus on their child as individuals to ensure they were both challenged and supported. Communication to parents is excellent with weekly bulletins that reinforce key events in addition to specific year group evenings throughout the year to highlight what support they can offer their child to complements that of the school. All parents of children with SEN are given dedicated termly one to one meetings with their form tutor.



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I am of the opinion that Bredon Hill Academy fully meets the standard required by the Inclusion Quality Mark across. I recommend that the school be awarded the Inclusive School Award and be reassessed in 3 years' time.

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: Mr Craig Burrows**

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

*Joe McCann*

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**Joe McCann MBA NPQH**

**Chief Executive Officer**

**Inclusion Quality Mark (UK) Ltd**



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

The whole school inclusive vision is "learning together for success" and the Headteacher outline the importance of the fact that "every single child has access to our full curriculum offer". This vision is not only articulated by everyone in the community but physically demonstrated each and every day. The inclusion ethos is also clear and present on the school website. The shared values are a real strength of the school.

The school's values are then broken down into 3 areas which are belief, honesty and aspiration. These guide all aspects of school life and adherence to these are celebrated at all levels. The school Leaders are relentless in ensuring all policies and procedures link back to these core values to ensure that everyone feels safe, happy and valued. The Senior Leadership Team commented on how 'neurodiversity is celebrated 'and as a result is "viewed as the norm by students who accept that some people are just different". The team went on to describe how they "know every child and their families" so are able to put in place bespoke support even before they step foot in the door at Year 6.

The school prides itself on early identification of need which starts with an enhanced transition. The transition process starts as soon as the allocations are confirmed and the Deputy Headteacher/DSL and Assistant Headteacher/SENCo start the process of visits and meetings to establish what actions they need to fulfil to ensure the correct support is in place for the summer term and when the academic year starts in September. They work closely with families and external agencies to ensure every single student has the best possible chance to succeed.

The school reward system is based on the school values and points are given out for positive behaviours such as being active learners. Students talk fondly about the ability to collect points that lead to badges and medals as they meet milestones throughout the year. This helps focus students within lessons and celebrate this success no matter how small the steps.

There are displays of work in every corridor as the work of students at every level is celebrated, not just the 'best'. In addition, the many community projects are displayed and photos from the many trips that take place every year.

Students are fully aware of the fact that some students need extra support and that everyone should be welcome. Students work very well together to support any student who may need some help. The students say that everyone is kind to each other and accept that some students "just need some more help".

The school make incredible use to the surrounding nature areas and the school has numerous awards including Level 5 RHS Schools, Gold RSPB Learning and Platinum Woodland Trust. The school is part of the DFE's National Education Nature Park and are very proud to have been chosen as one of the lead schools on this initiative through the Nature Park Schools Forum.



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### Next Steps:

- Review new intake and make further adaptations, based on increasing numbers of neuro divergent and SEND pupils being part of our cohort, particularly linked to The Hub and adapt provision accordingly.
- Further develop our inclusive values more explicitly across all stakeholders, including parents/carers, governors and the local community.
- Engagement with Worcestershire County Council/Billesley Research School's pilot into tackling disadvantage to raise aspirations for all, particularly pupils who are from disadvantaged backgrounds.
- Engagement with NACE programme enabling the school to explore best practice around raising challenge for all.



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### Element 2 - Leadership and Management and Accountability

The whole school inclusion culture starts with the leadership team and they are fully committed to ensuring every decision has a positive impact for both their staff and students. At the heart of the decisions, they make are considerations to ensure they are getting the very best outcomes for students and not needlessly overburdening staff to 'tick a box'. They talked passionately about how committed their staff were and the importance of finding out what staff want before embarking on any developments or CPD initiatives. The Headteacher said "we only hold meetings once a week and we show complete understanding whenever staff need some time off for family events".

The leadership team regularly surveys their staff to check in on them, their mental health and to evaluate the outcome of any whole school decisions. The staff speak very highly of the support they receive and that they "have our best interests at heart". The team of Teaching Assistants described how much they were valued and developed, the "caring culture comes from the top". Adaptations are made to prioritise wellbeing and in recent year a reduction in data collection, more strategic use of data and all meetings having clear purpose linked to AIP or safeguarding. All staff have access to confidential medical and wellbeing services as part of a school agreement, including menopause support.

Clear structured curriculum maps are in place to ensure staff and students have a clear vision. Teachers commented how "the extra hour planning time a fortnight is extremely useful" and the school is very well resourced so staff have what they need to bring the schemes of work to life. Pyramid meeting with feeder first school and high schools ensure they are fully informed of any curriculum development and can act accordingly.

The Triage Team consists of the Deputy Headteacher/DSL, Assistant Headteacher/SENCO, Assistant Headteacher/PP Lead and Thrive teacher to ensure every aspect of school life is covered. This team meets every week and considers all aspects of a student's life when concerns are raised. This team has been very effective in ensuring swift and impactful intervention to ensure the very best support for any student (or family) in need. They have also helped to ensure no major variability in group attainment outcomes or attendance.

The use of Pupil Premium funding is very effective and a key focus is increasing family engagement and continuing to improve attendance.

When meeting with 2 Governors it was crystal clear that they fully shared the inclusive values of the school and were fully aware that inclusion "is a big focus". The School improvement Partner Governor works closely with the Headteacher and leaves a 'clear footprint' on each visit through a clear report highlighting the many positive strategies seen as well as supportive comments on agreed actions. The same Governor commented on how "the leadership team are always open and transparent and this leads to clear mutual trust".



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### Next Steps:

- Succession planning to support the school as the Deputy Headteacher in place as Acting Headteacher to ensure inclusive practice continues.
- Seek to increase number of governors in role and ensure they are actively engaged in their roles to build on the established impact of the current team.



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### Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

The curriculum is driven by the school motto “Learning together for success”. The curriculum has been designed not only to the requirements of the National Curriculum but with the needs of the everchanging community fully in mind. The school dynamic is very unique as it only covers year 6-8 so the school runs a ‘mini-secondary school’ which allows specialist subject teachers to deliver year 7 & 8 curriculum in addition to specialist year 6 teachers delivering foundation subjects.

The curriculum is carefully sequenced across the 3-year groups and careful consultation is carried out within the ‘pyramid’ (First, middle & high schools) to ensure the Bredon curriculum builds on prior learning and fully prepares its students for the challenges ahead at high school.

Consistency is clear and there are several displays, such as the key learning vocabulary walls, which are evident in every classroom to embed the intent of the curriculum offer and to aid the student’s ability to fully engage. All subject leaders develop their curriculum and this is reviewed on a regular basis. The addition of ‘task orders’ make the learning journey for students clear every single lesson. This only offers further clarity to the subject maps that plot a clear learning journey for every student from Year 6 to the end of Year 8.

The enrichment programme at the school gives students the opportunity to develop. Every Friday afternoon every student in year 7 & 8 has timetabled enrichment sessions. These sessions have been carefully thoughts through to meet the needs of the cohort and include German, IDEA, financial literacy and photography to name just a few.

The tutor time programme features reading once a week to support the school reading strategy and students have access to a new well stocked library. All staff have received CPD on reading development led by the Assistant Headteacher and Subject Leader for English.

There is also an extensive extracurricular offer which is available to all students, this includes around 50 lunch time clubs across a two-week programme. One student said, “the amount of extra-curricular clubs is endless and they really think about what we would like so we get the most out of them”. The engagement of students is tracked and disadvantaged students are encouraged to try a club with additional support.

#### Next Steps:

- Embed careers-related learning into all subjects, particularly where there are gaps in foundation subjects.
- Implement strategies linked to the EEF Reading/Disadvantage Project being undertaken in Worcestershire.
- Strengthen liaison with other local schools to share best practice by in subject areas where there are identified gaps.
- Provide precise activities that build on pupils’ prior knowledge consistently, so that pupils, including those with SEND, and who are disadvantaged, achieve even better.



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

During the visit I observed classes in each year group across both core and wider curriculum subjects. Classrooms are very well resourced and consistent displays assist with developing the student journey as they progress through the school.

The learning environment is calm and focused; I saw larger group teaching taking place which was engaging and very effective questioning being used to check understanding and to provoke curiosity from students. In addition, smaller groups and individuals were receiving targeted intervention and both groups were fully focused and engrossed in their learning. Students are proud of their work and the differentiated displays celebrate work of all levels across the school.

All classrooms are well equipped with interactive whiteboards and online resources such as MyMaths, Spelling Frame and Timetable Rockstars are used to support learning. The engaging use of IT extends outside of the classroom and I saw an incredible YR 6 lunchtime coding club for girls. The YR 8 girls coding club takes part in the Cyber First Girls competition run by GCHQ.

The school is part of the EEF/Billesley Research School Project to support reading and writing for most disadvantaged and this is just one example of the collaborative approaches they take to identify and address any areas in their development priorities. The school has engaged in the Thinking Schools Programme and this has led to a comprehensive in person and online CPD offer to support student and staff understanding of metacognition and a range of inclusive pedagogical strategies. As a result of the engagement in the project the school was awarded the silver award in January.

Pupils are very well supported in the classroom by an experienced team of teaching assistants. Most of the assistants are attached to one subject area for the majority of their timetable to allow them to develop good subject knowledge. However most also run extracurricular programmes and say that “the school invests in our ideas allowing us to pursue what matters to us for the benefit of the students”.

All support staff are trained not to have a ‘Velcro’ attachment to individual students to build independent learners as well as offering support to as many students that need it. The Outdoor Education TA provides a nurturing environment that not only fosters connection with nature but builds leadership among her team of ‘Head’ student gardeners who have to commit to four seasons in the garden to prove their commitment to the project. The team is a clear strength of the school due to their knowledge of the students as well as the opportunities and support they provide across the school.

#### Next Steps:

- Develop, implement and evaluate ‘precise learning’ opportunities to support pupils, particularly our most disadvantaged, to achieve even better over the course of the academic year.
- Subscribe and begin journey to becoming NACE accredited.



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### Element 5 - Assessment

As a middle school covering year 6- 8 there is no clear start and end to key stages so effective baseline testing is essential in conjunction with an effective transition to identify where support and challenge is necessary. Staff use progress and attainment data to plan effective learning opportunities and the data collected is discussed during pupil progress meetings to identify any interventions that are needed.

Transition is very well planned throughout the school so receiving staff know the students they are receiving and plan accordingly. The Leadership Team and Subject Leaders regularly speak to groups of students to ensure the curriculum and its delivery are ensuring progress.

The books seen on the learning walks were very well looked after demonstrating a real pride in the work completed in them. All books seen followed department policy and students engage very well with the detailed feedback they are given.

On the spot live marking is encouraged to give instant feedback thus negating the need for books to be taken in constantly and more time spent marking. This gives students the feedback they need to progress and substantially cuts down on workload. Effective questioning and white boards are also used. TA's are trained to quickly spot students who need support and they swiftly engage strategies to secure progress. Staff also regularly check prior learning to ensure understanding is secured before building on this. Assessment checkpoints are clearly identified at the start of the lesson so students understand the learning journey they are on and there their understanding is going to be checked.

Progress is reported alongside parents' evenings to discuss successes and any concerns that need to be addressed. In addition, students with SEN receive termly updates via online meetings between their parents/carers and their tutor.

Staff also reported the 'open door policy' which means they can highlight to the Leadership Team that they are feeling a little overwhelmed and time is given to them to complete assessment.

Outcomes for disadvantaged students are outstanding and received recognition from the Secretary of State for Education which only helps to validate the focus and support the school places on this group.

### Next Steps:

- Research and implement revised assessment practices to support accelerated progress for all pupils, particularly those who are most disadvantaged, considering the impact and value of target grades.



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### Element 6 - Behaviour, Attitudes to Learning and Personal Development

Attitudes to learning are exemplary with students showing a real love for learning when observed on a learning walk. Every interaction between staff and students was of a positive nature and students are welcomed from the minute they step foot in the door. Students line up together at the start of the day, end of break and end of lunch to 'reset' and share key messages ensuring all students are fully aware.

The school behaviour policy is fully linked to the main values of the school. There is a heavy emphasis on rewarding good behaviour and particularly demonstrating the key school values. Rewards are given on the spot or during weekly and termly assemblies.

When meeting a group of students, it was clear how happy they were to be at the school. One student said, "everyone is safe here and everyone is kind to each other". Another acknowledged the support they receive saying "our teachers and TA's help us so much but they always ask us to try and work it out for ourselves first which I like."

The attendance strategy is robust and time is well spent engaging families into why students are not in school, this ensures any barriers are removed or mitigated to get students back in even if that is initially using the Hub as a support mechanism.

Students reported that "we feel very safe in school" and attendance is significantly above national averages. Attendance is closely monitored and the Attendance Lead has regular meetings with the Deputy Headteacher to ensure the correct support is in place. Home visits are carried out when there is a lack of contact in the mornings and the team ensure they work closely with external agencies such as Social Care and the EWO to ensure the very best outcomes for any students and families who are struggling.

Enrichment is a big focus for the school and they are fully aware how important cultural capital and personal development is alongside academic attainment in fully preparing their students for the future. The food and nutrition lessons are carefully sequenced to build on prior learning accumulating in 'showstopping' designs in YR 8. On my learning walk I saw how a Year 8 group were designing teacake themed landmarks from around the world. When asked one said "we have developed the skills to make this over the past 3 years and I am confident it will be great"

The PSHE curriculum promotes an understanding and awareness of differences and diversity. The schools Trauma Informed approach encourages staff and pupils to develop a relationship based on mutual respect and one where staff get to know pupil. In addition, the links to character development are lived through the 3R's 'be ready, be respectful, be responsible'

#### Next Steps:

- Continue to implement and evaluate the impact of our new Behaviour and Relationships Policy over the course of this academic year.
- Continue to monitor, evaluate and adjust our Personal Development programme/extracurricular activity to support disadvantaged learners over the course of the academic year.



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### Element 7 - Parents, Carers and Guardians

The parent group I met on the review day could not speak highly enough of the support they and their children receive. They described the staff as “so caring”, “amazing” and “thoughtful” and all said the school staff go above and beyond each and every day. Parents said staff are very accessible and always listen to any issues their children may be experiencing. They are thankful for having the opportunity to speak to staff on the school gates before and after school.

The Year 6 welcome evening helps parents understand key school policies, routines and practices so parents can support and help prepare their child. This is then followed up by a parent tour early in the autumn term where they are guided by their own child to demonstrate how well they have settled in and know their way around; this really reassures parents early in the academic year that their child has settled in well.

The parents commented how effectively the school communicates with them through different methods. The most common method is the My Child app through Bromcom and parents are kept up to date on a regular basis or more often if a parent has indicated at the gate their child is feeling particularly anxious that day. One parent described how she was really worried how her son would settle in after relocating from Australia but said “the school really took the time to get to know him and support his transition”.

The Pastoral Team offers so much support to the families and the parents gave so many examples of how they had asked them to talk through issues, assisted with communication to external agencies or come to the house to work with any students who were struggling to make it into school.

The school carry out an annual parent/carer survey and share the outcomes/next steps on their website. This includes a ‘free text box’ so responders can confidentially add any positive comments or suggestions. Data is analysed for patterns and changes over time, with any required actions implemented. For example, they have moved from a termly newsletter to a fortnightly newsletter as respondents to a previous survey felt communication could be improved.

#### Next Steps:

- Review the new school inclusion policy published in November 2025 which makes all areas of inclusive practice clear to all stakeholders and is accessible to parents, carers and guardians through our school website.
- Work with parents, carers and guardians to support online safety and mental wellbeing with a focus on smartphones to fall in line with new DFE guidance to schools.
- Develop and implement a range of community-based activities to engage parents/carers more closely with the school and the school with the community by July 2026.



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### Element 8 - Links with Local, Wider and Global Community

The school does have its challenges in working with the community due to the fact that a high proportion of its students travel to school by coach/bus. However, engagement with the local community is excellent and the school fully understands how important their role is. Both parents and Governors highlight how well the school is perceived within the community and its active efforts to make a real difference.

The school offers a range of events that include Christmas carol services, local police drop ins as assist with local charities and foodbanks. In addition, the school is a host at the villages Open Garden initiative where its students also act as tour guides.

To enhance the curriculum groups in Science and Geography carry out fieldwork studies within local farms and on Bredon Hill. The school run a range of trips depending on the year group students are in and they include visits to Compton Verney, Warwick Castle, Ninja Warriors, Aztec Adventure, Cotswold Wildlife Park and a year 8 cultural residential in York.

As part of the Trust the school develops links within music for cross-school performances which lead to trips to High School which only help with the transition process.

The school are actively involved in inter school fixtures across a range of sports across the year which include rugby, netball, hockey, football, cricket and rounders. The school sports leaders also support the first schools in the area by running a district netball tournament.

The school is not only involved in the Education Nature Park Project but were one of the initial schools invited to shape the development of the programme and its vision.

A small group of pupils are part of the 'Be You' programme to support self-belief and aspiration. This is a six-week programme that is currently fully funded. These pupils will receive a 'graduation ceremony' and this will be attended by the Mayor of Evesham.

The school explores global issues through assemblies and global awareness days and staff ensure they promote students' understanding of these issues and not only how they impact them but also how they can help. The school has a pen-pal link to a French school and year 7 pupils visit the school as part of a residential.

The school also take part in Teams4U Shoebox Christmas shoebox appeal where students bring in items that are then put into decorated shoeboxes and sent all over Europe to disadvantaged families.

#### Next Steps:

- Plan and implement the school's first Eisteddfod and continue to engage more closely with the local community and parents/carers to include more opportunities for parents/carers and the local community to visit the school.



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- Work with the village Open Gardens to plan and implement BredonFest in order to showcase the school and enhance its position as part of the Open Gardens within the local and wider community.
- Undertake a review of different engagement methods with the local and wider community and seek new opportunities.