



Assessor's Evaluation for the IQM Flagship Project



School	Beacon Academy Davis Road Willenhall West Midlands WV12 5HA
Head/Principal	Mrs Samantha Papadopoulos
IQM Lead	Mrs Ellen Maddison
Date of Review	29th June 2026
Assessor	Mr Richard Kitching

IQM Cluster Programme

Cluster Group	Midlands Mixers
Ambassador	Ms Jane Flynn
Next Meeting	30 th June 2026
Meeting Focus	National Inclusion Award Review

Cluster Attendance

Term	Date	Attendance
Autumn 2025	18 th November 2025	Yes
Spring 2026	10 th March 2026	No
Summer 2026	30 th June 2026	TBC

The Impact of the Cluster Group

The staff at Beacon Academy value the opportunities to attend the IQM Cluster Group meetings and the positive impact that they have on their own practice. The Special Education Needs Coordinator (SENCo) highlighted how attendance at the Cluster Group meetings allowed for purposeful reflection on the inclusive practice that is in place at Beacon. It provided reassurance the the inclusive approaches that are currently in place at Beacon reflect wider best inclusive practice as well as enabling the opportunity to discuss new ideas and reflect on how they could be incorporated at Beacon. The Cluster meetings help to provide an external outlook as well as helping to guard against becoming 'too insular.'

Earlier in the academic school staff attended a Cluster Meeting at Stowlawn Primary School. This provided the opportunity to reflect on the use of pupil 'passports' in the



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wider curriculum as well as providing ideas to further develop enrichment opportunities involving outdoor learning.

Unfortunately, Beacon staff could not attend the Spring Cluster Group meeting due to an internal Trust SEND review being carried out on that day, but they are looking forward to attending the summer term Cluster Group meeting at Broadway Academy where they will be hearing about provision which enabled this setting to receive a national inclusion award.

Evidence:

- IQM Flagship Review documentation
- School website
- Office for Standards in Education, Children's Services and Skills (Ofsted) Report: February 2024

Additional Activities:

- Learning Walk including visits to Emeralds and Rubies provision classrooms.
- Discussions with pupils previously in Rubies and Emeralds provision
- Meetings with Special Education Needs Coordinator (SENCo), Head of School and Executive Headteacher
- Discussions with leaders of Emeralds and Rubies Special Educational Needs and Disabilities (SEND) Provision
- Meeting with Lighthouse Multi-Academy Trust (LHMAT) SEND and Inclusion Lead
- Meeting with LHMAT Director of EYFS and Curriculum
- Discussions with parents of pupils that attend Emeralds and Rubies provision.
- Discussion with academy governor
- Discussion with teachers with a range of different academy leadership responsibilities and at different career stages
- Review of pupils' work



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Evaluation of Annual Progress towards the Flagship Project

The focus of the Flagship Project has been the development of two SEND provision classes for pupils with additional needs at Beacon Academy. The classes are named Rubies (comprising predominantly Early years and Key Stage 1 pupils) and Emeralds (comprising mainly of Key Stage 2 pupils).

Throughout the last year there has been phenomenal progress in the development of this provision for both classes. During the review day itself both classes were observed, pupils work was analysed in depth as well as planning and assessment information and both staff and pupils spoke to me in relation to the impact the provision has had.

On the review day I visited the Rubies provision base first. I was thoroughly impressed by the warm and caring relationships that were evidently in place between staff and pupils as well as each other. The setting base has moved since last year's review, and the provision is now in a separate unit situated in the centre of an enclosed courtyard area. This gives pupils immediate access to outdoor areas and resources allowing more practical incorporation of movement and regulation activities. The internal space is thoughtful organised with clearly set out visual timetables and prompts and access to appropriate sensory resources. The pupils all appeared to be settled, happy and engaged in their learning. Staff sensitively and patiently supported the pupils with their learning activities demonstrating an acute awareness and responsiveness to the needs of the pupils. Further discussions with staff later in the day highlighted just how well they knew their children; their care, compassion, and desire to support these highly vulnerable children is extremely commendable.

As well as the wonderful staff that work directly with the pupils in the Rubies provision on a day-to-day basis, the review highlighted the exceptional support that the staff receive from leaders at a strategic planning level. During a discussion with the Trust Director for Curriculum and EYFS, it was clear how close, collaborative processes were in place to ensure the curriculum provision was thoughtfully implemented and met the personalised needs of each individual pupil.

After observing the Rubies pupils engaging in their learning environment, I observed the older pupils learning in the Emeralds provision base. The pupils were all highly engaged in their learning and were benefitting from the guided support of skilled staff that assisted them with their learning. I looked at current pupil curriculum workbooks and was thoroughly impressed by the carefully adapted and scaffolded learning tasks that had been thoughtfully planned to enable the pupils to progress in their learning with exactly the right amount of challenge.

For some pupils, there is a heavy emphasis on core foundational skills such as counting to 5 or, in the case of English, writing a simple sentence. The SENCo, who is also one of the Emeralds Class Teachers, explained how 'overlearning' of key skills was an important focus for some of the pupils and this was thoughtfully delivered through a wide variety of different learning tasks that enabled the pupils to remain engaged. Visual aids and prompts were evident to see throughout the pupil curriculum books alongside defined approaches such as InPrints and Colourful Semantics. I also looked at some of the pupil workbooks from earlier on in the academic year and I was astounded



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at the excellent progress the pupils had made in core English and Maths skills as a result of their time in the Emeralds class.

As with the Rubies provision, the meticulously planned curriculum was brought to life by the incredible staff that worked with the pupils. It was apparent from the review day that relationships between staff and pupil were genuinely warm, caring and trusting and this formed the foundation for pupils' learning to thrive.

A key focus since the last review has been the transition process for pupils that have been based in either the Rubies or Emeralds provision and had then made the transition back into their mainstream class either on a full time or part time basis. This process has been sensitively handled and has involved careful communication with parents and carers as well as thorough collaborative transition processes between staff in the Emeralds provision and the mainstream classes. Teamwork and communication are key to this successful approach, and foundations had been put in place for a positive return to the mainstream class long before a full-time plan is begun. Throughout a pupil's time in the Emeralds or Rubies provision, the child's class teacher remains in constant contact with the pupils and regularly liaises with the provision base staff over a wide range of matters that link to their pupils' academic learning and personal development. As the pupils' class teachers, they are still fully aware that they are accountable for the pupils throughout their time in the provision hubs.

The impact of both the Rubies and Emeralds provision hubs has been profoundly positive over the last year. A total of 18 children (13 from Emeralds and 5 from Rubies) have successfully transitioned back into their mainstream classrooms, illustrating the remarkable progress that has been made through both the dedicated efforts of the staff themselves as well as the specialised support they received. This transition is a testament to the effectiveness of the tailored curriculum and focused interventions provided by the provision programs. This achievement not only showcases the wonderful success of the Rubies and Emeralds provision, but it also serves as encouragement for other pupils facing similar challenges, proving that with the right support and determination, significant progress is possible.

During the review day itself, I had the opportunity to visit some of the mainstream classes where the pupils who had previously been predominantly based in the Emeralds or Rubies provision were now accessing their learning in a mainstream class set up. It was lovely to see them all enjoying their learning alongside their class peers and independently accessing the curriculum whilst making use of bespoke adaptive resources that were available to them. Later on in the day, I spoke to some of the pupils in a separate group discussion and their enjoyment of learning as well as the warm and trusting relationships with the staff that had supported them was clear to see.

Agreed Actions for the Next Steps in the Flagship Project

Leaders have plans to develop the use of the online 'Tapestry' assessment tool for the children working significantly below age related expectations in Rubies. This will also enable greater involvement and communication opportunities with parents and carers, so they are more aware of the small steps in progress that the pupils are making. It will



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enable more precise tracking of the progress that the pupils are making by academy leaders and help to identify next steps for progress.

Additionally, leaders will continue to develop the curriculum as the needs of the pupils that access the Rubies and Emeralds provision change and as part of the four-year rolling curriculum programme. This will involve the provision group teacher to work alongside the English, Maths and EYFS leads to develop a four-year rolling programme of plans that will cater for the ability of all the children. It will also involve the group teacher to work alongside English, Maths and EYFS leads to look at plans for alternative provision for the children who cannot access the main planning within the Emeralds group.

Another area that staff will be working on is to develop the speech and language support available in Rubies, Emeralds, and the wider school in order to improve progress in communication and interaction and provide staff with a greater bank of strategies to draw on to support the pupils. For this, 2 members of staff will take part in the Elklan training programme and then disseminate information to the rest of the school. Since the last review, the WELCOMM speech and language programme and assessment has been incorporated into regular practise, and this will also be further embedded in the next academic year.

Staff will also be following up on actions and priorities from the Trust SEND review carried out in the 2025/26 academic year. This will involve sharing the fantastic inclusive practice in place at Beacon with other schools from across the Trust and supporting them to provide an inclusive offer that meets the needs of their pupils as effectively as it does at Beacon.

Overview

Beacon Academy continues to be an excellent example of inclusive practice in all aspects of the academy community. It is a special place, one that enables pupils and staff to fulfil their potential and thrive.

The Beacon Values, rooted in an inclusive ethos and high expectations for all, provide a central foundation and guidance for the community. They permeate the atmosphere at Beacon and are reflected in the environment, language, and interactions of the community members. The staff are united around these values, and they present as a profoundly positive and united team.

The leadership team at Beacon are exceptionally strong. They recognise and celebrate the vast range of achievements and successes that have been brought about but they are also mindful not to be complacent. They have not rested on their laurels since the last review and they have continued to reflect on, refine, and implement further changes and improvements to ensure the needs of their pupils are continually met. The majority of the review day was spent in the presence of the academy SENCo as she described the areas of progress and development since the last Flagship review. I was thoroughly impressed by her incredible knowledge and skills as both a teacher and leader and her unwavering drive to work alongside the other leaders and staff to ensure the very best inclusive provision is in place at Beacon. It was clear that she also has wonderfully warm



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and genuine relationships with the pupils in the school, particularly those pupils with additional needs that either currently have access to or have previously accessed the Emeralds provision.

A significant change since the last review has been that the school is now formally part of the Lighthouse Multi-Academy Trust. This has brought new opportunities for the Beacon Academy community and leaders have been establishing and embedding the collaborative opportunities with colleagues from different settings in the Trust as well as representatives from the central team. During the review I spoke to the Trust Director for SEND and Inclusion. Following her recent SEND review of Beacon, she was unequivocal in her praise for the inclusive practice in place at the setting and enthusiastically described how Beacon was rightly regarded as the 'flagship' example for other academies in the Trust to aspire to in relation to SEND and Inclusion. She described how in the coming months she would be planning further opportunities to maximise collaborative events where staff from other academies in the Trust can work together with Beacon staff so they can be inspired by the fantastic provision that is in place here and incorporate it into their own settings.

At the beginning of the review day, I spoke to a number of parents and carers who had children that attended Beacon, including some who had children that had benefited from the Rubies and Emeralds provision since the last review. They were overwhelmingly positive about the academy including the phenomenal support they had received from the school staff as families. They highlighted the incredibly positive difference the provision had made for their children. One parent talked about how, without the Emeralds provision, she felt that her child would have been in danger of failing to attend school. The difference had been profound. Another parent described how she had moved her child to Beacon from a different setting and the difference in help and support had been enormous and had helped her child to start to flourish.

The curriculum in place at Beacon is meticulously designed to enable pupils to effectively learn, develop and apply a broad range of key skills and knowledge across a wide range of areas. Care is taken to ensure that planning meets the needs of the pupils. Core class texts are chosen carefully by the class teachers, with the support of curriculum leads, to ensure that a diverse range of other subject areas can be woven into the curriculum plan. Subject specialists deliver learning to a range of pupil year groups in curriculum areas such as Physical Education (PE) and Music, and they ensure a highly inclusive approach is in place to enable all pupils to thrive.

In PE, a diverse range of sports are taught including archery, Boccia and Crown Green Bowling. A range of competitions are organised and held by the PE lead, and this provides pupils from a wide range of backgrounds, including those with additional needs, to participate in a competitive environment alongside their peers against other schools in the Trust. Music is led by a music specialist teacher and provides an excellent outlet for all pupils to express themselves both in curricular lessons and also extra-curricular performance events in front of parents and carers and the wider community. Notably, there is an inclusive approach to the school choir in that all pupils are able to be part of it. A thoughtfully sequenced curriculum plan enables pupils to learn and progress in different instruments throughout their time at Beacon.



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As well national curriculum subjects, Beacon really excels at nurturing and providing wider curriculum opportunities to enable pupils to develop the holistic skills needed to be successful in life. For example, on the review day itself, a number of older pupils were delivering speeches in the hall to their peers as they endeavoured to be democratically elected as either the 'Mayor or Mayoress' of Beacon. Watching the speeches, I was struck by how articulate and mature the pupils were and how they had really considered ideas which would have a wider positive impact on their peers.

A key feature of the Beacon approach is to delegate 'jobs' to a vast range of pupils in the school. This fosters a sense of ownership, pride and responsibility amongst the pupils that attend. The jobs are varied in nature but all help to create a sense of purpose for the pupils. For example, some pupils are in charge of the 'Beacon Bank' and monitor how their peers accumulate savings and interest in their 'accounts.' Cooking is another area that Beacon develops excellent life skills for the pupils that attend. All pupils are given opportunities to prepare and cook meals for their parents and families whilst attending, emphasising the importance of healthy eating in the process. This approach has earned a number of external accolades being bestowed on the academy including recognition from the TV chef Jamie Oliver since the last review!

The physical learning environment at Beacon deserves a special mention. The internal communal corridors and spaces are truly awe inspiring with themes such as Narnia, Harry Potter, a French market and the seaside providing immersive experiences for all pupils, staff and visitors that walk through them. It is hard to do justice to the display areas in mere words but a parent (who is also a Governor at the academy) managed to do so when she exclaimed to me, 'you open the Beacon doors, and you see the magic.' I am in complete agreement with her; walking through the corridors do feel absolutely magical and is incomparable to any other school I have visited in this respect.

Inside the classrooms, the environment is deliberately 'calmer' and more minimalistic in order to prevent cognitive overload for the pupils that are learning in there. The displays are thoughtfully presented, with consistently aligned colours for each subject area, in every classroom. During the tour of the school on the review day, a number of pupils were utilising adaptive resources to help them thrive in their learning. The teachers presented information with absolute clarity and skilfully circulated the classrooms to monitor, assess, and support the pupils as they engaged in their learning tasks. The pupils' behaviour for learning was excellent.

Beacon is also blessed with a huge amount of outdoor space and staff have been working hard to maximise the learning opportunities that this space offers. There is a Bowling Green (the only one at a Primary School in the country) which is regarded with pride by staff and pupils alike, an outdoor gym and also 2 bespoke outdoor learning areas (one with a fire pit and the other with a barefoot trail). These areas are in continual development and leaders have been reviewing their curriculum to maximise the use of these areas particularly in terms of enhancing provision for sensory needs as well as social, emotional and health needs (SEMH). A final mention for the outdoor spaces must go to the newly installed 'bus.' This 2-level double decker bus is in the process of being converted to a pupil and parent library on the playground near to the EYFS area. It is inspirational ideas such as this which help to bring the learning



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experience to life at Beacon and foster a sense of fun and imagination for the delightful pupils that attend the setting.

It was a privilege and a pleasure to return to the academy to carry out this review.

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

Assessor: Mr Richard Kitching

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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Joe McCann MBA NPQH

Director of Inclusion Quality Mark (UK) Ltd