



Report on IQM Inclusive School Award



School Name:	Albright Education Centre
School Address:	South Tipton Campus Site, Alexandra Road Tipton West Midlands DY4 7NR
Head/Principal	Mrs Catherine Hazelwood
IQM Lead	Mrs Catherine Hazelwood
Assessment Date	8th November 2024
Assessor	Ms Kirsty Rogers

Sources of Evidence:

- Tour of the school: visiting classrooms, Library, outdoor space, and other areas including the central meeting place which houses the 2 school Guinea Pigs, Fish tank and eating area, and the visitor meeting room.
- Documents (such as): Centre Action Plan 2024-25; Policies; Parent/Carer Oct 2024 survey results; pupil progress data; Pupils books in English, Maths and Sciences.
- Website.
- Displays in reception, classrooms, corridors, and central meeting area.

Meetings Held with:

- Executive Headteacher (IQM Coordinator; Associate Headteacher; both Deputy Headteachers
- SENCo; Speech and Language lead – external provider
- Staff: Primary and Secondary classroom staff at daily morning briefing; lunchtime and specific meeting -new and established staff members.
- Parents: Secondary pupils
- Governor: Vice Chair of Governors
- Secondary students – more informally at lunchtime (to reduce any impact on their SEMH needs)



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Overall Evaluation

Albright Education Centre is an oversubscribed oasis for all that attend it – staff, students, parents/carers, external professionals, Governors, and visitors alike. It is a unique provision – as it is the only short-term medical and SEMH PRU in Sandwell – nationally there are only a few too.

It is an Alternative Provision Pupil Referral Unit (PRU) providing holistic education for children covering KS1 to 5, who are unable to access mainstream education settings. They tend to have Social Emotional Mental Health (SEMH) or have been out of formal mainstream education for a while or not coping in their current setting and also those children who have been hospitalised and require major medical attention alongside education.

The 2 sites, 1 for primary-age students and the main site for secondary and Post-16 students cover Sandwell Local Authority with Home Tuition and Medical Tuition services. There are also commissioned places for some children to be assessed with SEND issues. Although the Pupil Admissions Number (PAN) is commissioned at 100, the numbers on roll will fluctuate over the academic year (currently 94 on roll, with 80% as dual registered) and go over PAN as the culture of the school is embedded in helping as many children/young people who need their help.

All the students have a K SEND code with currently 44% having an EHCP and 10% more in draft form and awaiting a final EHCP. Sandwell as the Local Authority, has a high area of deprivation with Albright having on average 56% FSM. The legal current attendance is 70%, but attendance by provision and a more realistic picture is attendance at over 80%. This is well above the national average for a PRU which is 64%.

On entry to the main site – it has a calm and relaxed atmosphere with all the staff welcoming you with smiles and hello's – immediately making you at ease and feel wanted and connected with the school.

A parent and a member of staff referred to Albright as a 'family and home,' where 'everyone helps each other' and it's 'a great place and an amazing community.' Everyone is authentic and genuinely wants to help, care, share and work with you – this is embedded in trust and honesty.

An external professional referred to Albright's staff as 'engaging and very proactive, they truly want to help and understand each child that is in their care – to make sure that each child becomes who they are destined to be.' The children will arrive and learn how to become themselves and flourish socially, emotionally, and academically. They are seen, heard and listened to – the staff go beyond the extra mile, to cater for their needs and relish in each child's journey – regardless of how long each child stays at Albright - having learnt new skills, extended their knowledge and understanding of the world that we live in, with a toolkit of strategies that work for them, as they move onto the next stage of their education.



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As a student stated – ‘Albright is a safe place where I am educated to the best of my ability.’

Another parent referred to Albright as magical and that ‘all the family have commented on, we’ve got the old child back again - she’s back to being independent.’ ‘The school have worked at her pace, and it’s been life-changing for her and me. The staff are great and know each child – it is a transformational school.’

It is not surprising that the OFSTED (Oct 2024) stated it is an ‘extraordinary place. This community is driven to make a very special difference to pupils. Leaders, staff, parents, and carers have created a culture where all staff are determined to make the most significant and positive difference to pupils. It is no wonder that Albright has been recognised by receiving the Carnegie Mental Health Gold Award in 2023.

Positive relationships by staff are modelled on a daily basis at all times – it is these positive working relationships that make Albright so successful, as it is the bedrock of all that they do all day every day – or as another parent stated, Albright is a ‘small environment, staff understand a different approach is needed. Not sticking to the school norms....it has a flexible approach to students.’ ‘The impact that Albright has had on my child is transformational – my child now wants to come to school every day. She still struggles but knows there is help and support. Kind, friendly, approachable staff have made a huge difference.’

Albright offers 5 main pathways for children who are referred to them throughout the academic year. Planning is currently happening to extend to a further 3 other pathways so that more children can be assessed with SEND needs - clearly identified and practical working strategies to support their education in other settings.

Albright is also the leading provider of outdoor and adventurous activities and offers a communication package to support the core curricular subjects of English, Maths, Science and PSHE. In this way, more students can be transformed and start their life-changing journey from the visionary, highly dedicated and committed group of staff.

The older students also access careers education that Ofsted classed ‘careers provision is exemplary; ‘Parents, carers, staff, and pupils are united in their excitement and pride in Albright Education Centre. Parents told inspectors how the school had made a tremendous difference for their children.

It is extremely difficult to differentiate between the teacher and the Teaching Assistants in the classes – both were fully engaged in the teaching and the learning with each child. There was laughter to be heard, smiles to be seen, and non-verbal communication strategies in place, which enable children to contribute when they are ready.

The needs of the students were being met inside the classrooms and around the school. The very well-resourced library is also a break-out room when needed. The therapy dog and the 2 school Guinea Pigs are an integral part of the school day – for students, visitors, and staff to have the pleasure and reassurance that they bring.



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The staff spoke very passionately about their school and how they need to 'think outside the box' to ensure that each child can access the curriculum and make positive social interactions with their peers and adults. They have strong links with numerous external professionals who also invest heavily in this wonderful school.

The Executive Headteacher (who leads by example with compassion and thoughtfulness), and her team of highly experienced and qualified staff are fully inclusive and continue to make progress to enable all the children and young people holistically achieve the success that they all deserve.

The staff have high expectations of each student and are creative in empowering each student to make a difference – transforming their lives for the better, where the students feel safe and secure, knowing that they are wanted and valued by each other. It is clear that the vision and strong leadership have played a major part in creating such a happy, vibrant school that has a clear identity and purpose.

Thank you for being truly inspirational about inclusion, it has been a privilege to visit.

I am of the opinion that the school fully meets the standard required by the Inclusion Quality Mark's Inclusive School Award.

The school has submitted an Agreement to Participate in the Centre of Excellence programme committing it to annual reviews for the next 3 years and attendance at termly IQM Cluster meetings with other IQM Centres of Excellence and Flagship Schools. The Action Plan which has been submitted reads very well and gives us an insight into the future plans of the school. As such the school meets our Centre of Excellence criteria and I am happy to confirm that Albright Education Centre has also achieved Centre of Excellence status at this time.

Assessor: Ms Kirsty Rogers

Findings confirmed by Inclusion Quality Mark (UK) Ltd:

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



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Element 1 - The Inclusion Values of the School

The school's 5 core values underpin everything that they do in this small trauma-informed child-centred school.

These values are:

- Community Spirit.
- Curiosity.
- Resilience.
- Respect.
- Motivation with a 'Can Do' attitude.

These values help solve and overcome problems in a proactive supportive and caring culture – where the mission statement of the school is:

'Developing the right pathway for each individual child, enabling them to flourish and succeed.'

This inclusive ethos permeates across the organisation.

The holistic offer that each student has is based on having a core curriculum and a range of other enrichment opportunities with bespoke learning pathways for each member of the school. This truly enables each child to access their education in a way that previously was not offered to them in the mainstream. The staff work outside the box to design and adapt things for each student – so that each student can become an independent lifelong learner with a bespoke toolkit of strategies, skills, knowledge and understanding that they can rely on in the next phase of their education journey and into adulthood.

Staff quickly have a positive rapport with the student (and their family members) making connections and establishing good working relationships with each other that are based on mutual respect, trust, honesty and empathic understanding so that educational challenge and rigour can be applied to ensure that the high expectations that the staff have of each student are realised and obtained by the student.

Albright has a wonderful family atmosphere with staff modelling fun and laughter, as they get on with the job of holistically educating these young people who have or had previous barriers to life and education – with hard work, committed staff and support from family and other professionals around them – they seem to 'melt away' or at least able to live with them.

In a nutshell - Albright transforms lives.

The school's logo is a bird, and this was designed by a previous student. The bird represents the school's ethos by being symbolic in terms of being free, flying high and in the direction that it wants to go in. This is what each member of staff wants for each student who is referred to them.



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Staff model so many things throughout the day – so that each student can see, hear, and feel what healthy professional and friendly positive relationships are like, making connections and establishing mutual respect for each other.

Staff and students work together, learning how to take turns, speak, and listen to each other; respect each other's opinions and thoughts, positive behaviours, and expectations of each other.

Staff are with the students all the time, reinforcing the positive and when necessary, challenging the less positive. They engage with each other and welcome visitors, but also when needed respect each other's space - hence all rooms and offices are used by each other to support the students' needs at the time that they need support.

Next Steps:

Albright Education Centre is planning to extend its Assessment Hub to enable Elective Home Educated students the opportunity to reintegrate back into the education system. This programme requires the support of the Local Authority, as the number of students needing these services has been rapidly increasing each year since COVID.



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Element 2 - Leadership and Management and Accountability

Albright has a full set of Governors in their Management Committee and refers to the Executive Headteacher as an 'astute transparent visionary leader, who empowers others. She relishes challenges and challenges herself and others to get the best out of every situation for her child-centred school. She never rests and is extremely well respected by her peers and in the Local Authority.'

This was confirmed within 30 seconds of morning staff briefing – when she was able to read out a celebratory email from the Education Commissioner of Sandwell – who stated that 'Albright is an extraordinary place' in response to the very recent (Oct 2024) OFSTED Outstanding report that had just been released. Such professional accolades do not happen overnight – it is a leader with passion, who inspires trust and celebrates success with others across the team that gets such accolades.

There is a strong dynamic and innovative leadership at all levels across this school – where creativity is at the heart of what they do to ensure that each student gets the best holistic education to enable them to move on to their chosen destination. A lot of the staff have continued to develop and flourish at Albright, being internally promoted and networked across the Local Authority and beyond into the West Midlands. For example, the SENCo works with coaching 9 other SENCos: working with 2 other schools and 3 MATs. Other leaders facilitate on various NPQs at middle leaders and senior levels.

The distributed Senior Leadership team work with other schools to support, guide and challenge as well as the Executive Headteacher who works with a local MAT about Alternative Provision. This approach stems from the school's motto of 'Creating Opportunities Together.' The school's 5 core values underpin everything that they do in this trauma-informed child-centred school.

Staff are clear with their roles, responsibilities and what is expected of them, as well as how they need to work with others in all aspects of the day's work.

Clear communication is the key to Albright's success – as not all staff are on the same site or will directly work with each other on a daily basis but will work face-to-face each week. However, all staff attend daily briefings and at least 2 staff meetings per week after school.

They work collaboratively on many things – especially the curriculum and calendar events – such as 'drop-down' curriculum days for careers, STEM, Enterprise, World Book Day, Black History events etc.

There is a weekly newsletter that is shared with parents/carers and their children by the Executive Headteacher, and each Tutor will phone parents/carers each week with updates on their child's holistic progress and share information that will help the staff support each student's journey at Albright.

Senior Leaders and Governors take the staff's mental health seriously – as working with highly vulnerable children can have a massive impact on your professional working life.



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Albright is nationally recognised with The Carnegie Centre of Excellence for Mental Health in Schools Award 2023.

Staff are encouraged to have a 'Duvet Day' to enable them to have time with their family/friends. Staff can access professional supervision, and the children access weekly sessions through the school counsellor.

Next Steps:

All staff have access to quality CPD and professional qualifications – this is an ongoing developmental area, with new work occurring directly with a MAT in the West Midlands. To develop the Hospital Tuition provision in the newly built hospital. To extend the Albright programme pathways, to be able to offer at least 3 other pathways in and beyond the Local Authority.



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Element 3 - Curriculum – Structure, Pupil Engagement and Adaption

Due to the nature of this educational setting – the curriculum is a typical recovery curriculum (identify and fill the gaps) as each student will arrive with massive gaps in their formal education. Some of the students will have missed up to 4 years of schooling.

This is becoming more typical as a direct impact of COVID.

The current set of pathways of Albright Education Centre covers a wide spectrum of needs: (all of which have the premiss of the 'Get ready for whatever comes next' philosophy embedded in each individual learning plan.)

OFSTED Oct 2024: 'They quickly act to provide the right support at the right time. Pupils thrive on this care, support, and belief.'

Hospital Tuition – as and when required in the hospital which requires medical attention first and education when it is suitable.

Home Tuition – as and when required for one-on-one tuition to be undertaken for shorter (concentrated) periods in the home. Ideally with a longer-term plan to re-engage the student into more formal education on either site.

Post-16 provision – which is geared up for GCSEs rather than the traditional A 'Level.

Primary students on a separate site – called Albright Plus.

Secondary students on the main site – called Albright Academy.

This requires staff to be very knowledgeable about their subject areas, be confident to deliver more than 1 subject and have a niche set of skills to excel in teaching one-on-one small groups etc.

They also need to know and understand SEND, SEMH and how to break down learning barriers by excelling in making and maintaining positive professional relationships with each student, their families and any professional organisation that is also involved in the lives of each student.

This requires the 'Can Do' approach/mindset/attitude from each member of staff – where constant adaptation of the planned work is needed to ensure total student engagement at all times throughout the day.

Approximately 50% of Albright's curriculum offer is focused on SEMH aspects of communication, mentoring, enrichment, and PSHE.

This enables holistic planning through the 5 main SEMH areas of Albright's main values of Community; Curiosity; Respect; Resilience and Motivation as key drivers in preparing each student for the next phase of their education and ultimately preparation for adulthood and beyond.



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Each week there are enrichment activities/opportunities on and off-site; rewards and trips to various educational experiences – such as theatre, bookshops, places of worship, sporting events etc. Enterprise, STEM, and other Career events/activities are very well planned as part of enrichment and as specific curriculum events. In this way, all children (if they were to attend the full academic year) have quality exposure to all 8 Gatsby Benchmarks with Work Experience generally being on school sites - but there are plans for Work Experience to be off-site in local places of work that the students are aspiring towards.

Next Steps:

With a continuous intake of students, the curriculum is reviewed more often as staff plan around the needs of the current students. For a small educational setting, there is a broad and balanced curriculum offered with a range of differentiated qualifications covering Entry level to the top of GCSE grades.

Longer term, the plans involve new pathways – such as expanding the current Post-16 offer; the Albright Venture pathway that will be delivered totally on a different site with the core curriculum of English, Maths, Science and PSHE etc with outdoor and adventurous activities. Another aspect that is being planned is to offer the Albright Thrive (for students who are at risk of permanent exclusion) and Albright Nurture (for those students in secondary school that need that nurture approach to learning). This is in addition to the new Elected Home Education pathway back into the education system and the Assessment Hub that is bespoke, assessing children who have more of a SEND need.



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

The classrooms at Albright are smaller, as they tend to have on average 10 learners, but with increased numbers, this can go up to 14. Each curriculum subject has its own well-resourced classroom, but they are also adapted for general teaching, as space is at a premium. All rooms and offices are used throughout the day for the students to use as and when needed for break-out rooms or other professional meetings, etc.

At times, one-on-one tuition allows for staff to spend quality time with each student to review, discuss, extend, to achieve at their own pace of progress. This also requires all classroom staff to know and understand each student, as any member of staff may be required to work with each child at any time as part of the holistic approach to becoming a lifelong independent learner.

The long-term planning overviews are clear with subject-specific curriculum road maps (which, from discussions with the Deputy Headteacher who is in charge of Careers, they might also have subject-specific careers and typical skill sets/attitudes/aptitudes etc., so that careers truly become embedded in the subject curriculum).

These road maps are in front of each student's exercise books and are referred to during the academic year – especially as students will arrive at Albright at different times – depending on when the referral was made by a professional organisation or home school. The staff have to be very skilful in making clear assessments and identifying gaps in each student's knowledge, practical skills that need to be developed or extended, and those to be refined, etc. This can be difficult when a Year 11 student arrives only a couple of months before the end of KS4 examinations are undertaken – but the highly experienced and skilled staff are able to enable these very late arrivals to still flourish and have a positive destination. This is partly why Albright is able to have a Year 12 Post-16 provision to enable such students to achieve. They must cater to a typical 2-year course (Year 10 and 11), a 1-year Year 11 course, and then also a 1-year Year 12 course in GCSEs.

The classroom delivery across the school is based on REAPS as well as the coloured pen policy that is highlighted in element 5.

REAPS stands for:

- Retrieval of facts/terminology/definitions.
- Expectations of written and verbal communication.
- Automaticity of procedures.
- Perseverance of problems explored, and solutions constructed using a collection of skills.
- Success.



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This structure enables all students to access the curriculum and ensures that the staff have high expectations of them – which are maintained over time.

This pedagogy enables all invested parties to work together to identify strengths and areas for more development – maximising rapid progress at the student's own pace.

The Senior Leaders have recently identified an area of need and so have invested in 'Commando Joes' problem-solving, teamwork, group, and individual leadership, etc. to develop these employability skills but also reinforce their verbal and non-verbal communication skills and social interaction skills.

Although the staff are leading these sessions – as the students develop and refine these skills – it is planned for the staff to start to step back for the students to plan problems for each other to solve and in doing so, empower each student to develop these skills in a safe environment.

Next Steps:

For all staff to continue to use and share quality good practice across all the sites and extend good practice in its networking schools (mainstream and Special) across the West Midlands.

Specifically for Albright staff to continue to receive and deliver quality, relevant and up-to-date pedagogy/approaches to teaching and learning for students who find accessing 'the normal education programmes' difficult – as each child who gets referred to Albright Education Centre is an individual and needs a bespoke individual learning programme.

The CPD programme must be flexible so that it also contains medical, SEND and statutory topics other than subject-specific Teaching and Learning so that a full holistic CPD programme is delivered and updated on specific things as and when an individual child needs other things addressed.



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Element 5 - Assessment

There will always be a balancing act in schools like Albright between formal and informal assessments and between Academic and the SEMH, and PSHE routes.

Go down too far along 1 route at the cost of the other route. Albright has the right balance which is reviewed with each new cohort per year as students come and go with different needs, wants and wishes. Assessment of the holistic curricular provision is ongoing and dependent on the students in the school.

The assessment procedures that are used across all provision pathways track 4 main threads to the holistic assessment. They are SEMH, Behaviour, Attitudes, Attendance and Academic with termly parental reports and regular parents' evenings for face-to-face meetings for all students.

The live academic marking means that any misconceptions can be picked up and quickly addressed. Alongside re-engagement, this enables each child to make rapid progress. This is also supported with appropriate, relevant, and bespoke Speech and Language, Social and Emotional strategies, with access to a school counsellor and mentors.

Every lesson will have a learning intention, and clear success criteria, and all work to have a title, date etc., that is shared at the start of each session.

Using the 'Pen Policy' (written work expectations) consistently in each lesson and subject area – enables clear supported learning to occur. Blue ink is for retrieval work; red ink is for demonstration/modelled example; black ink is for independent learning/automaticity; purple ink is for student marking, correcting, and extending; pencil is for drawing, and underlining; green ink is for staff marking and feedback etc.

This is very clear and consistent in all the books seen in English, maths, and science, which enables it to be very evident who has done what; the impact of learning; informative feedback and next steps etc.

The classroom culture across Albright enables the students to become confident or more confident in talking in front of others, to become respectful and empathic with each other, and that everyone has a voice, and each voice should be shared and heard.

This enables each child to personally refine their own skills, attitudes, and approaches, but also develop the skills of helping, supporting, and guiding their peers and others. From supported mentoring and specific communication sessions, students can begin to evaluate themselves both academically and socially, emotionally, and behaviourally.

As part of a well-planned induction programme for each child, there is excellent on-entry screening and holistic assessing, with a dedicated induction group tutor who empowers each child to successfully move onto their learning journey and into the right learning group.



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Students' needs are identified and if needed, further interventions and assessments are undertaken in-house by qualified staff or with external professionals. Everyone is coded as a SEND K with on average 10% having an EHCP, with a further 10% possibly needing SEND-specific interventions on an EHCP journey.

With such a highly skilled workforce, many students who are referred have their needs met. The 2024 Year 11 leavers saw an increase to 40% having needed exam Access Arrangements.

Next Steps:

Outcomes from Secondary Student Voice – adjust exam approach (revision, mocks, rooming, etc.). Continue to offer examinations/qualifications at stage not just at age.

Embed the new Engagement tracker system into all aspects of Albrights holistic assessment process, ensuring that the checkpoints (learners are given personalised feedback and continue to 'stretch and challenge' each child) are implemented in all subjects in a more systematic, planned approach – which will enable easier 'moment in time assessment' results to plan future learning.



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Element 6 - Behaviour, Attitudes to Learning and Personal Development

Albright Education Centre excels in enabling and empowering each new student (and family) to personally develop and grow holistically and truly achieve the success that each child deserves with highly positive outcomes to move forward and on to their next steps in formal education and beyond.

All staff, at all times, model positive behaviours and attitudes that will enable each child to develop and grow into the best version of themselves. Albright's inclusive approach emits from the 1800s Danish concept of Hygge (pronounced 'Hue-gah'), meaning 'The Way to Live Well.' Hygge principles in creating and maintaining the right: Cosy Atmosphere and Shelter:

- Being in the Present.
- Sharing Pleasure.
- Ensuring Equality, Gratitude and Harmony.
- Giving and receiving Comfort.
- Promoting a Togetherness.

The basics of Hygge is to 'make people feel contented and comfortable.' Which is the magic of Albright.

Their students arrive in crisis, which is usually embedded in SEMH and trauma. With dedicated staff, each student becomes unlocked and flourishes, reaching their social, emotional, and academic potential with a bag of strategies that they can use to fully integrate into society as amazing young people.

The layout of the main site helps the calm, relaxed and organised environment, with:

- Break-out rooms.
- Library.
- Central meeting area.
- Classrooms (have a similar but different feel for each subject/form tutor imprint)

From seeing the students in lessons to the buzz of talk, laughter, and chatter at lunchtime – the students are happy, and relaxed and want to talk to each other, staff, and visitors. To share their thoughts, feelings, and aspirations for the future. The Guinea Pigs and therapy dog are also an integral part of this sharing between peers and staff. The conversations flow from 1 thing to the next – knowing that each person professionally cares, supports and academically challenges (work pace and rate) each other with smiles and laughter.

As Ofsted stated in their recent report: 'The environment is one in which pupils feel safe and that fosters respect.... with a 'Can Do' culture... Careers provision is exemplary.'

Each learner has a quality curriculum offer with KS4/5 qualifications and a full range of enrichment curriculum experiences that together enable each child to have a truly full holistic offer with quality SEMH interventions that are bespoke to each child.



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Next Steps:

With an increase in different provision pathways away from the main site, there will be a concentration on extending the ethos, culture, and values that are embedded in the Danish Hygge approach and the trauma-informed bespoke nurturing and relational approaches across all the different provision pathways.

This will include quality staff recruitment and deployment; clear staff induction to 'The Albright Way' and SEMH-required CPD in and out of the classroom strategies that put each child at the centre of their own aspirational learning journey.

Seek work experience out in the world of work, rather than on the sites.

Discussions were also had about Albright being fully recognised for their integrated careers programme through the Quality in Careers Standard.



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Element 7 - Parents, Carers and Guardians

Albright tries its best to admit all referrals from Key Stage 1 to 5 and offer quality bespoke holistic education pathways to meet and extend the children's needs.

Staff quickly invest in forming quality positive working relationships with each child's parents/carers and the immediate family and their external agencies that also work with the child/family – as it is imperative to work together as a team around the child.

In this way, the staff get a better understanding of each child and work with them to set and achieve the high expectations for individual social, emotional, and academic success for each child.

From a recent survey (Oct 2024) the parents and carers of the pupils at Albright Education Centre on either site, primary or secondary phase of education are:

- 100% extremely pleased with the quality of education provided for their children and how they address the academic needs of their children.
- 100% extremely pleased with how staff address and support the SEMH needs of their children.

Specific quotes from this survey include:

- 'They have helped my daughter to be back in a classroom learning again by being accessible and caring.'
- 'A small school community that cares about the individual child and their needs.'
- 'The staff understand that a different approach is needed, not sticking to the school norms, giving a flexible approach to students.'
- 'My child has gone from 16% attendance at mainstream to 99% at Albright.'
- 'It's been the first time that we've ever felt supported by school and the first time that our daughter has not been reluctant to go to school. The impact's been huge.'

From speaking to a parent, was very clear that the school was:

- 'Life changing for my child and family. It is a transformational school where all staff are great in knowing each child and have positive connections with each of them.'

The parent continued to explain that the impact on her child and the rest of the family has been massive since her child was able to attend Albright. They have adapted the timetable to meet her daughter's needs as they have changed over time.

- 'Thanks to the school – my daughter now has a very positive future.'



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There is very clear communication between the centre and parents/carers – daily phone calls, as many face-to-face meetings as needed, half-termly review meetings as well as weekly newsletters, emails etc.

The open-door policy for parents/carers to contact staff – as and when needed – enables quick solutions to be planned and implemented and/or addresses the barriers/issues that can occur. They feel valued partners in their child's holistic education and can plan positively for their futures, having attended Albright.

Nothing is too much trouble for the staff at Albright to do to support their children and their parents/carers. 'The staff go beyond the extra mile.'

Next Steps:

From a very successful Macmillan coffee morning – the school is planning tailor-made half-termly coffee mornings for parents/carers to access additional community support and work with staff in strategies to help them and their children at home – currently, various topics and themes are being generated from parents/carers.

With an increase in EAL, Albright is finding ways to ensure quality translations are used for the weekly newsletters and key information. A member of staff has been recently appointed as Head of Personal Development – who is planning on other ways to increase parental involvement and engagement – especially those who live much further away in the wide area that Albright covers in the West Midlands.



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Element 8 - Links with Local, Wider and Global Community

Albright covers 6 separate towns of Sandwell Local Authority (which is well known for its high levels of deprivation) with its main base in Tipton.

The large SLT is still able to cover the major networking areas of Leadership at the Headteacher level, DSL, and Safeguarding, SENCo and SEND specifics as well as having established good working partnership links with many of its 'feeder schools.' In addition to these links, various members of Albright also have extended links and connections across the West Midlands. For example, the SENCo closely works with 9 schools and 2 MATs as well as delivers on NPQSEND courses; the Executive Headteacher is currently working 2 days a week at a local MAT as the Alternative Provision lead. This enables the Associate Headteacher and her SLT to also be released to deliver on various other educational fronts such as – PGCE ITT courses and local Teaching Schools.

By doing so, all these local and regional educational communities are well blessed with highly experienced knowledgeable staff about PRUs, SEND, Inclusive practices, Trauma Informed Strategies etc. This in turn brings back to Albright different approaches to be used as and when needed – this enriches Albright's CPD throughout the year and gives other Albright staff to step up and experience new and different responsibilities across the sites.

Before the IQM assessment, Albright SLT hosted 8 new Headteachers from Sandwell LA to visit and learn about the provision that Albright offers as part of their induction programme into Headship. Being a part of this CPD enables more pupils to access the provision and achieve the success that they deserve in turning their lives around.

Even though many of its pupils do not directly live in the centre's community, Albright does have various community links with the immediate area of Tipton – for example, working with the local Fire Station, Secondary school, and parts of Tipton College.

Albright is currently working with a local artist in designing with its pupils a sensory garden and memorial garden on site. In 2022, it was awarded an Alternative Provision (AP) award which reflects its continued work as a leading AP, PRU.

The pupils are able to access an afternoon a week, a full range of on and offsite enrichment activities to undertake per half term.

This is in addition to other trips and reward trips, school-based learning activities and residentials.

The Year 11 pupils also organise 'Enterprise based activities' for other pupils and in the community – for example, the current Year 11 pupils are making craft goods to sell at a local Christmas craft fair as part of the 'Dragon's Den – Peter Jones 'Enterprise Scheme.

Staff also work alongside other local schools in developing Trauma-Informed and Relational approaches – sharing good practice and strengthening professional links with others.

There is a wealth of local/regional resources that the staff access, including professional Football Clubs, boxing clubs, and Sandwell Nature Reserve that is nearby. All of which enrich the formal and informal curriculum for all the pupils across the 2 sites.



Report on IQM Inclusive School Award



Next Steps:

Albright is in the process of establishing links with a particular school in Germany to share their core values and hopefully enable various pupils from both countries to visit each other's schools and education system from a community point of view.

The Deputy Headteacher is planning a 5-day visit in March and a return visit in summer 2025 for pupils to be involved early July into the next academic year.

This will really extend Albright's global links, establishing good working relationships on many levels and enable the young people to share new experiences.